

VOL. XI, No. 3

APRIL, 1932

BULLETIN
OF THE
**Department of Elementary
School Principals**

**THE ELEVENTH
YEARBOOK**

**The Principal and
His Community**

PUBLISHED QUARTERLY BY THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS MATTER NOVEMBER 20, 1922, AT THE POSTOFFICE AT WASHINGTON, D. C., UNDER ACT OF AUGUST 24, 1912. ACCEPTANCE FOR MAILING AT SPECIAL RATE OF POSTAGE PROVIDED FOR IN SECTION 1103, ACT OF OCTOBER 3, 1917, AUTHORIZED DECEMBER 18, 1922.

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BULLETIN

of the

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published quarterly in October, January, April, and July by the Department of Elementary School Principals of the National Education Association of the United States.

The payment of \$3 active membership dues entitles a member to attend all meetings of the Department, to hold office, to receive the Bulletin and Yearbook.

Two dollars of each membership fee is for a year's subscription to the Bulletin.

Subscription to nonmembers is \$3 per year; single copies, 50 cents; Yearbook, \$2.

Members are requested to report at once any change of address, giving old as well as new address.

Entered as second-class matter November 20, 1922, at the post-office at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington, D. C.

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WITHIN THE PAST few decades there has been a growing consciousness of the significance of childhood. In so far as organized forces were concerned, aside from those of the church, such responsibility as was assumed for children outside of the home was in the beginning largely based on what we call charity. We have seen what was once charity change its nature under the broader term welfare and now those activities looked upon as welfare are coming to be viewed merely as good community housekeeping. In a word, parental responsibility is moving outward to include community responsibility. Every child is now *our* child. We have injected so many artificial conditions into our industrial civilization that the old normal relationships of mother and child, child and family, family and neighborhood, have been changed. There is now a much less direct struggle with nature and her immediate forces than has even been the situation before in our country. We have softened this struggle for man by all forms of protection—better houses, better clothing, more and better food supplies, and by preventive medicine and better medicine and sanitation in general. All of this has called for a delegation of functions, once performed by the individual in the home, to all sorts of outside dependencies.—Ray Lyman Wilbur, *Chairman*, White House Conference on Child Health and Protection, 1930.

PREFACE

IN PRESENTING the Eleventh Yearbook, *The Principal and His Community*, the Editorial Committee realizes that it has entered a field new for yearbooks. Articles and even chapters of previous yearbooks of the Department have dealt with the subject, but no complete survey of school-community contacts has come to our attention.

There has been general agreement for years that the elementary school belongs to its community. Until recently, few educators have appreciated the influence upon children of various constructive and destructive non-school forces. Now that these community forces are isolated, two questions challenge the principal's leadership: What can he do about the influences? What should he attempt to do through the school itself?

Today the principal is more than an administrator. He is the social engineer of his district. He must be able to discover the forces for good or evil which influence the educational activities of his school. He must be able to interpret his philosophy of education, as well as the program of the school, to all citizens. He must utilize the positive non-school forces so that they will help to build an effective learning environment for children. The Editorial Committee has selected the articles for this yearbook with the idea that they may both inspire the wish and point the way to become a social engineer.

Wherever possible throughout this yearbook the Committee has attempted to present two points of view: (1) that of the non-school forces or organizations, and (2) that of school forces or principals. It is hoped that this plan will prove beneficial both to laymen and to principals.

The articles prepared for the yearbook by various non-school groups merely illustrate certain types of contacts with the schools. Descriptions of all organizations would have required a much larger volume. The printing of articles from certain associations or the omission of others does not mean that the Department of Elementary School Principals is expressing either approval or disapproval. The Committee believes that it has selected typical organizations contributing in some way to the education of children.

The Committee has purposely omitted such organizations as the church, the police department, and the fire department because their contributions are so obvious that no principal has overlooked them as constructive community forces.

The Editorial Committee wishes to express grateful appreciation to all persons who have submitted articles for consideration. Everyone who sent in an article should feel that he has helped to com-

pile this 1932 contribution to the progress of the principalship, whether or not his offering was accepted for final publication.

Full appreciation for consultative assistance with the yearbook is expressed to Dr. Frank W. Hubbard, Associate Director of Research of the National Education Association. To Miss Eva G. Pinkston, Special Secretary of the Department, the Committee is indebted for many services. Members of the Division of Publications and others at Headquarters in Washington have helped to make this yearbook a reality.

The Committee regrets to lose the valuable services of Miss Isabel Tucker of Saint Louis who retires from the editorial work this year. We are glad, however, to welcome the new committee member, Mr. John S. Thomas of Detroit.

THE EDITORIAL COMMITTEE

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FORGET NOT THE BASIC LOYALTIES

WHAT is your community? Is it your neighborhood? Is it the district about your school? Is it your city? Does it include your state? Has it expanded to national breadth? Are you an internationally-minded person living in a community of nations?

Much attention is given today to possibilities of a world-wide community. We are urged to promote world understanding, to read foreign publications, to advocate world peace, and to join various international groups. In short, we are asked to promote in children the development of certain international loyalties.

Although the attempts to create a world-wide vision are often commendable, your President believes that an international loyalty is based upon many specific attitudes and acts of devotion associated with the *commonplace* demands of everyday life. No man, so "internationally minded" as to handicap his own health, to sacrifice his own home, to sneer at his community, to destroy his own state, or to be treasonable to his nation, is worthy of emulation. If everyone followed such an example there would be no human race in existence for long upon which to attach our expanded affections.

It seems that there are loyalties to the self which supplement the happiness of the home. There are attitudes and acts of devotion to the home which promote the welfare of the local community. Local devotion may in turn reflect to the glory of the state and nation. Properly directed, a strong national pride may do much to further the progress and peace of all nations.

Your President suggests that as teachers we should not attempt to teach the "world-wide loyalties" without due regard for devotion to the specific responsibilities of the here and the now. It is upon the small, everyday acts that we build the larger concepts. Our pupils need to learn the importance of serving their home communities. Everywhere in our nation today there are demands for help to the unfortunate, for law observance, for the elimination of graft in public office, and for the enrichment of human life in all of its aspects. Let us teach children that the demands of *everyday* life call for devotion to duty and heroic sacrifices just as surely as the demands of international association.

The Editorial Committee of our Department deserves commendation for centering attention upon the principal's opportunity for local community leadership. There are chapters in this volume to tell us how to make our teaching "life-effective," to aid us in enlisting the help of various social agencies, to warn us of exploitation by selfish groups, and to inspire us with the nobility of our social opportunities.

Your President believes that this yearbook will fall far short of its ultimate usefulness if the suggestions herein are not studied, ad-

justed, and utilized by principals everywhere. The plans and devices presented so admirably by many of the authors are but *means* to an end—that of surrounding children with the learning environment which will promote individual growth and happiness through service to the group.

EARL R. LAING, *President,*
Department of Elementary School Principals.

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RÉSUMÉ¹

Annually the Editorial Committee presents the reader with this concise statement of the yearbook. An attempt is made to touch upon each author's major contribution and occasionally to raise pertinent questions. Final judgment, however, should not be passed upon any contribution to the yearbook until the reader has examined the article itself.

A N ATTACHMENT to the local community has long been a distinguishing characteristic of many civilizations. A person from one district among primitive races is easily recognized by other tribes because of peculiarities of dress, weapons, and speech. In early American pioneer days the coon-skin cap, the long rifle, and the bowie knife have been important symbols of particular localities.

Today science, business enterprise, and social intercourse have all but obliterated community lines. Styles in dress as displayed in New York this week are accepted the next in Gopher Prairie. Through improved transportation people travel farther in one day than their grandparents did in a whole lifetime. Theory and research in one nation are quickly spread and verified throughout the world.

It is often said that the complete eradication of local community differences is a good thing. People should change from provincialism to cosmopolitanism. States and nations should brush aside anything which may lead to misunderstanding. Emphasis should be placed upon the similarities rather than the peculiarities of persons.

Admitting the points cited in the above paragraph there still remain social controls which are most effective on a local community basis. Research has clearly demonstrated that relatively small and unique areas in cities are the breeding places of crime. These same areas are also the units within which government, education, and social welfare can operate most effectively. What, then, is the school's place in this local social unit? How can the principal coordinate the varied community forces in the interests of childhood?

*Viewpoints on the principal's place in the community*²—Cooper points out the opportunity of the principal to interpret the superintendent's program to the patrons. He cites service clubs as places where the principal can meet the business, professional, and religious leaders of the district. Most principals will agree with the viewpoints

¹The résumé has been prepared by the Research Division of the National Education Association and the Editorial Committee of the Department of Elementary School Principals. Page numbers of any article may be found readily by locating the author's name in the index at the back of the yearbook.

²See Chapter I.

in this article, but how can many superintendents be encouraged to work upon this basis?

Cody says that a successful principal does three things well: (1) he *studies* the community, (2) he *interprets* the educational program, and (3) he *participates* in social affairs.

*National survey of typical contacts*¹—Chapter II summarizes a questionnaire study of 1083 schools. The data were prepared and tabulated by the Research Division with the cooperation of the Editorial Committee. Does your school utilize the contacts reported most frequently in this study? Do community forces exploit your school (i. e. through propaganda, advertising, etc.) or are you directing these energies toward educational goals?

*Surveying the community factors*²—Lipman brings out the importance of studying the more unsystematic and unorganized community influences. Through personal interviews and case studies he examined the influences of the candy store, the street trades, the movies, and the gangs. Apparently the unorganized influences can do much to undo the best efforts of the school and the home.

Mott outlines a survey of a community of about seven thousand persons. She shows the extent, complexity, and mobility of hundreds of social factors. While the survey was preliminary to a program of adult education it should meet the needs of typical principals.

Miller shows how the principal may observe his district, study the occupations of parents, and otherwise collect facts of use in adjusting the educational program to the community. As the author points out, the differences in intelligence of the pupils from various types of homes must be accepted with reservations. Is it possible that "intelligence" as measured by group tests reflects the cultural opportunities (i. e. magazines, books, discussions, etc.) of the various occupational groups?

Gregory reports a study of the most common community contacts of principals in Michigan elementary schools. It should be of interest to compare his data with those reported in the national survey in Chapter II.

*Contacts sought by the school with the home*³—Peters shows how letters from the school to the home may be made effective mediums of understanding. She cites typical letters to illustrate her viewpoint.

Holtberg insists that the teacher must be thoroughly acquainted with the child before visiting the home. It is important, too, for children to feel that teachers report pleasant as well as unpleasant facts to the parents.

Donner presents a plan for encouraging teachers to visit the homes of their pupils. He substituted home visits for some of the teachers'

¹See Chapter II.

²See Chapter III.

³See Chapter IV.

meetings. The opinions of the teachers indicate that the plan met with exceptionally fine results.

Ryan describes the problems and activities of the visiting teacher in rural areas. She stresses the fact that many problem children are really the products of "problem" communities.

Dexter reports on the work of the visiting teacher in Newark. Apparently the theory of education that concerns itself with the "total personality" of the child gives much stimulation to the visiting teacher movement.

Drew shows the effectiveness of the visiting teachers of Minneapolis. She demonstrates rather conclusively that the cooperation of home, school, and community results in happiness for children.

Williams insists that the attendance officer must be an individual of fine personal qualities or else he may destroy the principal's constructive efforts. Certainly the work of the attendance officer is one of the many school-home contacts which cannot be left to chance.

Robinson summarizes the types of relationships which the school nurse has with homes. Often the social problems require as much attention as the health difficulties.

*Parent-teacher movement*¹—Lombard reports interesting data collected by personal interviews with principals in various parts of the United States. The principals, met in the course of the author's survey, were anxious for the maximum of parent-teacher cooperation.

Hyman describes activities whereby an elementary school principal may exercise leadership in the parent-teacher organization. Through acquaintanceship outside of the school district the author has been able to enrich the local program of a Chicago school.

Kellar gives a comprehensive treatment of the functions of a local parent-teacher unit in Milwaukee. The functions are: (1) to extend the knowledge of both parents and teachers, (2) to interpret the schools to the public, and (3) to integrate adult energies for the benefit of children.

Baxter tells how parents in Oakland were led through the intricacies of a modern program of education. Apparently parents are interested in the technical aspects of teaching.

Taylor's article deals with the interesting activities of a principal who has worked in the same school for more than thirty years. In spite of a rather extensive health program the school has insisted that the home was *primarily responsible* for the physical and mental welfare of the children.

Robinson adds further evidence to the viewpoint that parents should know and are interested in the technical aspects of teaching. Does the author refute the contention of many that teachers should

¹See Chapter V.

not explain their technics any more than a surgeon should explain the details of an operation?

McFarland explains the activities of the state association of parent-teacher organizations. Undoubtedly many local units could be benefited by more familiarity with the programs of the state groups.

Dille brings out numerous aspects of the relationships between local, state, and national organizations. It is evident that the state and national programs do much to stabilize and maintain effective local programs.

Baker outlines the purpose and extent of the National Congress of Parents and Teachers. He answers the question: "What can the national association do for the local unit and what can the local group do in return?"

*School community centers*¹—Fink reports on the recreational activities which may be centered in the elementary school. The program shows that leisure-time activities may not only be "worth-while" but wholesome fun.

Martin tells how the school may become the focus of a community's best thinking and activity. Her plan utilizes recreational, educational, and psychological procedures.

Thies describes a recreational program which, though not actually a part of the school organization, does supplement Milwaukee's educational plans. The specific activities cited should be of inestimable value to principals who are interested in promoting the socialization of both children and adults.

Henderson reports on a school-community library project. Obviously much can be done to improve the reading tastes which the principal finds in his district.

Sailey shows the advantages of after-school recreational activities in a rural consolidated school. It is possible that similar programs, adopted widely throughout the United States, could do much to solve the so-called "rural" problems.

DeWindt's description of the Campfire Girl movement illustrates the possibilities of the various youth movements in connection with the school's program. Certainly the various organizations for boys and girls are alert to the principles of the so-called "progressive movement" in education.

Howlett gives an exceptionally complete summary of the 4-H program in a rural school. The present "project method" probably owes much to the practical activities promoted for many years in agricultural areas.

Ritow shows how a principal can integrate many local activities through a community council. In this particular case representatives of many religious, civic, and business groups united to promote

¹See Chapter VI.

community understanding. The plan offers much, whether the primary motive is recreational, educational, or social service.

*School publicity*¹—Winslow tells of the use made of the radio and newspapers in Chicago. His recommendations should be of particular interest to local principals' clubs.

Lacey reports the principles derived from a study of the publications of 217 schools. The author's criteria constitute an extensive checklist of the characteristics and standards of pupil publications.

Pugsley summarizes his intensive study of forty school publications. He wanted to know whether these publications make any systematic attempt to inform parents as to generally accepted objectives of elementary education. The data indicate that although much is being done in the way of interpretation there is need for improvement.

Selby describes a school paper which combines news of the parent-teacher association with the news and activities of the school. Apparently it is possible to prepare a news sheet which interests both adults and children.

Bardarson tells how a school edited the village weekly. The editors of the paper, after seeing an exhibit of school work, decided to entrust the preparation of an entire issue to the school. The results were not only beneficial to the pupils, but demonstrated to parents that modern education develops the creative talents of children.

Leach shows how Newark principals capitalize upon their respective interests through a speakers' bureau. Civic organizations desiring speakers on various educational topics have their needs met through the local principals' association. The usefulness of the plan should commend it to other local principals' clubs.

Donner describes how Benjamin Franklin's birthday may be utilized as the motive for a visiting week. Parents are invited to visit the classes, to enjoy entertainments, and otherwise to familiarize themselves with the school in action. The devices and plans suggested in the article should be used for American Education Week.

Swedine points out the possibility of using music programs to attract parents to the school. The plan calls for an utilization of many activities of the music and gymnasium classes.

Arehart describes an entertainment which culminates and unifies many activities developed in a platoon school. All of the teachers are acquainted with the general plan and shape many classroom activities toward the final exhibit.

Outcalt tells of an exhibit of articles made at home. For some time pupils were encouraged to make toys, to do needle work, and to cook various kinds of food at home. The "self-expression" opportunities of the plan should have widespread appeal.

¹See Chapter VII.

Duvall points out that the outcomes of public events in the schools are: (1) the creation of a superior type of community patriotism, (2) the development of solidarity among adults and children, and (3) the encouragement of self-expression.

*Service clubs*¹—O'Brien summarizes some of the activities of service clubs and discusses the potential value of the organizations to the principal's work. The Editorial Committee calls particular attention to the editorial comment on service clubs which immediately precedes the first article of the chapter.

Harter tells how the Exchange Club serves children. The activities may be grouped as recreational, welfare, educational, patriotic, and civic.

Parker summarizes some of the activities of Kiwanis clubs. Apparently much has been done to create and to maintain the interest of adults in the problems of education.

Hill reports many of the typical ways in which Lions clubs assist schools. Assistance has been given with health, recreational, and citizenship projects.

Chapman gives information on the boys work of Optimist International. Three phases of the program are: (1) junior clubs, (2) the "uncle" movement, and (3) cooperation with existing social agencies.

Lovejoy illustrates the plans of Rotary International by citing ways in which local clubs have cooperated with schools. The author points out that education is broader than schooling.

Bowman shows why the woman principal should belong to business and professional clubs for women. Certainly, the so-called "academic principal" is just as undesirable—whether man or woman.

*Social and charity agencies*²—Borden shows how the welfare agencies and the schools of Minneapolis cooperate in solving many difficult social and economic problems.

McHugh advocates active cooperation between the child welfare agencies of a community. Under the plan, representatives of civic, religious, and social service groups come together for discussion and action on many common problems.

Stout maintains that a school must participate in welfare and charity activities. Often the service consists only in directing the person in need to the proper public or private agency. The author is aware of the dangers of "pauperizing" people or deviating too far from distinctly educational problems.

McConkey tells of an aid society in Chicago which is supported by the school children. The opportunities are many for teaching pupils that it is more blessed to give than to receive.

¹See Chapter VIII.

²See Chapter IX.

Kuhn's article illustrates the help which can be given to crippled children by adult clubs. In this particular case we learn of the work of the Illinois Elks Association.

Herron reports on the recent welfare activities of teachers in Newark. Through their own organizations the teachers collected and expended over \$20,000, as well as other services. The case illustrates the way in which teachers have responded to the present economic depression in many cities.

*Excursions and exhibits*¹—McCallum summarizes the types of excursions useful in all communities. The author insists that an excursion must have definite objectives, managed according to certain well-known principles, and followed up by appropriate tests.

Borgeson discusses the values, purposes, practises, and outcomes of excursions. He writes that excursions provide children with the systematic and first-hand contacts of life outside of the school.

Powell tells of the work of the museum of art in Saint Louis. The story hour is evidently a genuine and instructive attraction.

Burke describes the contacts made by children with the Saint Louis Symphony Orchestra. The author insists that symphonic music is entitled to more than a relatively superficial excursion.

Shaw reports the instructional activities of the botanical garden in Brooklyn. The author's plan capitalizes and utilizes auditorium activities similar to those provided in many platoon schools.

Vierheller tells of the thrills and the knowledge gained from a visit to the zoo. The author believes that the child understands the world in which he lives when he actually sees the animals so frequently only talked about in the classroom.

*Governmental agencies*²—Postel describes some of the typical public agencies of potential value to the schools. The author lists a number of questions which every principal might ask himself in checking upon his school-community contacts.

Bundesen summarizes the many activities of a city department of health. It is obvious that the health authorities do much to conserve the health and to make available the buoyant energies of children.

Johnson points out that cooperation between schools and the juvenile courts can do much to prevent juvenile delinquency.

Stullken tells how the schools and the courts may cooperate with problem cases. The author gives concrete and specific evidence which can be emulated by principals everywhere.

Waite gives the viewpoint of the juvenile court in Minneapolis. The author insists that the child should not be brought into court until absolutely necessary. However, when court action is required the school should not hesitate to help the judge to settle the problem.

¹See Chapter X.

²See Chapter XI.

Bartelme emphasizes that the juvenile courts exist to prevent delinquency, not to punish children. The author's description of the organization of the courts in Chicago should be enlightening to principals.

Weaver reports the answers of several juvenile court judges to several specific questions. It is interesting to note the suggestions of the judges as to how the schools can prevent delinquency.

Brown and Brown summarize the activities of a juvenile research bureau in a large cosmopolitan city. Undoubtedly, the prevention work does much to minimize the social maladjustment and to increase the individual happiness of many potential problem children.

Boutwell helps us to discover the services of the Federal Government to elementary education. The multitude of free and economical materials available from Washington, D. C., should make it possible for every school to have a small visual education and library unit.

Summary and conclusions—Readers who have proceeded to this point will agree with the Editorial Committee that the opportunities and obligations of the principalship are stupendous. It takes a person of energy, faith, and courage to face the many community problems year after year.

Let every principal ask himself questions similar to these: What are the constructive non-school forces of my district? What can I do for these agencies? How can these groups help my schools? How can my school keep from usurping the responsibilities of the home? What can be done to develop in children a desire to serve their home communities?

ALL OF US in education must remember that a progressive school system demands increasing expense toward which an uninformed public will not contribute. Experience shows that citizens pay their taxes much more cheerfully when they are informed about and convinced as to the purposes for which the money is to be spent. Upon principals individually and collectively rests the responsibility of helping to create an intelligent public opinion.—Charles S. Winslow, Chapter VII.

CHAPTER I
VIEWPOINTS ON THE PRINCIPAL'S COMMUNITY
RELATIONSHIPS

THE PRINCIPAL AS A COMMUNITY LEADER

THE PRINCIPAL IN HIS COMMUNITY

INTRODUCTION TO CHAPTER I

The day will come when the public will learn that a human engineer in charge of a school is a person occupied with investigations that increase the efficiency of schools to such an extent that it is uneconomical for him to be disturbed every few minutes on the telephone or by personal callers. That day will not come, however, so long as principals are willing to be imposed upon and so long as they live from hour to hour with no more insight into the problems of school management than that which is forced upon them by the emergencies of institutional life.—CHARLES H. JUDD, *Ninth Yearbook*, 1930, p. 171.

The community of the district is entitled to more than the educational crumbs that fall into the homes through contacts with school children. The elementary principal needs to have a definite policy of helpfulness in community endeavors, a purpose and determination to raise the standards of aspiration, and should help in releasing the latent power that can and will bring about communal improvement.—SUSAN M. DORSEY, *Ninth Yearbook*, 1930, p. 181.

The principal must know and appreciate the viewpoint of teachers, of pupils, and of the public. He deals in relationships and his success depends largely on his ability to inspire his teachers to become acquainted with the public and with its activities and to interpret the schools, their purpose and work, to the public. The biggest ideals, therefore, in education at the present time are those of making the points of contact between the work of the schools and that of the home and community. These ideals will only be realized as understood and worked out through the leadership of the principal with the cooperation of his teachers.—J. W. CRABTREE, *October Bulletin*, 1925, p. 57.

CHAPTER I

VIEWPOINTS ON THE PRINCIPAL'S COMMUNITY RELATIONSHIPS

THE PRINCIPAL AS A COMMUNITY LEADER

WILLIAM JOHN COOPER

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IN ADDITION to his duties as organizer and administrator of his school, and as supervisor of the instruction therein, it will be necessary for the principal to act as coordinator of his school with the community he serves.

Parent-teacher movement—First of all will be his contacts made in the interests of the children. These are sure to involve his connection with the parent-teacher association of the school. Here he must act as organizer and guide. Parents may constitute themselves more or less of a nuisance unless they are organized and well led. He can do no better in this connection than to cooperate with the National Congress of Parents and Teachers.

Every school should have a parent-teacher organization. Sometimes it will be difficult to operate this as in the case where children of many races and nationalities all attend the same cosmopolitan school. The parents cannot understand one another and some whites will not associate with the colored races. It may be almost impossible for the principal to keep alive a parent-teacher organization under these social conditions but nevertheless any efforts spent along this line will give valuable returns.

A principal in a western city had exactly this condition; yet through the activities of his parent-teacher association it was possible for him to serve milk and graham crackers in the mid-morning and a luncheon of nourishing soup at noontime. Parents who did not wish their children to remain for this might easily have them come home. Thus a community, which gave promise of bringing up a large number of ruffians, brought up self-respecting citizens because the school was well-handled.

In another school where the parents were all comparatively well-to-do and there was little to be done in the way of feeding children the parent-teacher association gave its attention to the course of instruction. Here were many mothers who were vitally interested in how the child learned to do things, and mothers who wanted to know why their children did things differently from the way they had been done in the past. For them it was possible to have organized meetings where teachers and others explained their methods

of instruction and where the children were used sometimes to demonstrate these methods.

In a third school the parents were formed into clubs for the intensive study of school problems. A club of parents of those in the kindergarten and first grade gave its attention to the work of Gesell of Yale and the late Bird Baldwin of Iowa, learning how the younger children may be brought up. In another club were the mothers of the older children learning to understand the adolescent age.

In a fourth school were found many who wished to know how the Children's Charter might be made effective. There were some who had no children themselves. They were ready to become useful if there were others to show them how.

And so, in a thousand ways the parent-teacher club may be made useful to a school if there is an alert principal as guide and leader of it.

Civic clubs—The principal, if he is a man, will ordinarily have an opportunity to join the Rotary, Kiwanis, Lions, Exchange, Knights of the Round Table, Optimists, or a similar group. Not lightly should he take such an invitation. There should be members of a city school system in all civic clubs which exist in a city. They will be valuable when budget time comes, valuable in explaining the school report, valuable in handling crippled children, and valuable in the field of vocational guidance.

In one case much good was accomplished by assigning all those children who had left school to members of such a club for investigation. Many of them returned to school. Some had left because they believed it was better to quit and go to work than to continue with their education. Members of the club who called upon these boys and girls readily persuaded most of them that they had made a mistake.

In another case the members of a club were hosts to the school at the time of graduation. These boys and girls had a great thrill out of sitting with the members of the club at a luncheon and of having a special speaker who, in a diplomatic way, showed them how it would pay to go on with their education. This event was one to be long remembered.

On another occasion a service club conducted a series of vocational addresses. They took over a larger part of the vocational guidance program of the city. They broadcast for fifteen minutes each week a program by a member who was fully familiar with the subject to be covered. This series of radio talks was the opening for guidance teaching in that particular field.

In several clubs we have seen the members much affected by a program on crippled children. In one case a club in a comparatively small city spent over a thousand dollars in surgical operations, but

succeeded in putting a helpless crippled boy in a self-sustaining position.

On another occasion all of the service clubs in the city were besought by their members to have members of the board of education come before the club and explain the proposed budget. This was the most useful way of getting the budget before the public. At another time, when the school report came out it was distributed to all the members of all the clubs and explained by a principal or someone in the school system. These are but a few of the ways in which members can be useful to both the school and community.

So far we have spoken of the principal as a man. If the principal should be a woman she would have opportunities to join the Woman's Club, the League of Women Voters, the American Association of University Women, the Business and Professional Women's Club, or other groups. She must not allow herself to become so tied up in the routine administration and supervision of instruction that she cannot find time for these civic organizations. Various community groups are important in formulating the opinions of the citizens with regard to the school and should have regular time and attention. It is necessary for the principal to be absent from the school at lunch time once or twice a week if he or she is to meet the leaders of the district and to become a real influence in the community.

Youth movements—In almost every elementary school there should be a Boy Scout troop and, if possible, a Girl Scout troop. It is true that many children are ready to leave the elementary school by the time they are eligible for scouting, but in general this is an excellent activity for children in the seventh and eighth grades, whether they are in the junior high school or in the elementary school. If the principal can be a member of the scout troop of his city, so much the better, but whether he can or cannot it is desirable that these activities go on and that he have some first-hand knowledge of them.

If the school happens to be located in a village or rural community, the principal may take the lead in organizing the 4-H Club movement. There will be times when it is necessary for the principal to join with the other principals, the superintendent, and assistants in certain activities concerning the whole community. Such activities are likely to be the Community Chest campaign and the Red Cross drive. In all these activities he must be wide-awake and alert, particularly if there are interests in his community to be aroused.

The time is coming, and is not far off, perhaps, when in many districts the principal will also be expected to be the guardian of those who get into trouble. It will be necessary for him to go before the juvenile court and testify on behalf of boys who have been in his school. So far the school has had comparatively little to do with the mental health of the child, but as time goes on and the children

are more nearly one hundred percent in school, the principal's position will increase in influence and in importance.

Conclusion—The responsibility for leadership of the community rests directly upon the elementary school principal. There is no avoiding it. If he or she should avoid it, some active or aggressive person in the neighborhood is likely to assume the leadership and the principal will find himself discounted.

Any school district which has educators in all of the civic clubs of the city is in a powerful position. It can influence the favorable opinion of that community toward bond issues and can build up an interest in other activities that are necessary for efficient schools. Without this contact many propositions of much merit will fall flat or will succeed only after the most strenuous efforts on the part of the superintendent.

A fine viewpoint for principals to ponder upon is contained in a recent book, as follows:

Some principals seek to avoid the public prominence involved in leadership on account of personal modesty or indifference. Some because of self-advantage seek the limelight afforded through leadership as a means of self-advertisement. Others, while not caring for the prominence of educational leadership, nevertheless accept it as a duty to the school community. The type mentioned last usually renders the best service as educational leaders. Such leaders utilize publicity as a means of disseminating educational views.¹

¹Reavis, William C., Pierce, P. R., and Stullken, E. H. *The Elementary School; Its Organization and Administration*. Chicago: University of Chicago Press, 1931. p. 442.

IF SCHOOL PUBLICITY is interpreted as keeping the public informed of its educational program, rather than the printing of "news" as defined by journalists, or an attempt to influence the public mind to the benefit of an individual or group of individuals, there would be scant objection to the statement that school publicity is a valuable and necessary part of every school system. Unfortunately, ever since there have been schools, we have had bad types of publicity as well as good, with the result that some administrators avoid anything termed school publicity as though it were poison.—Kenneth Selby, Chapter VII.

THE PRINCIPAL IN HIS COMMUNITY

FRANK CODY

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THE PRINCIPAL'S SUCCESS or failure depends in large degree on his activities in his community. Indeed, the way in which he conducts the community relations of his school is often the decisive factor which determines whether or not he is considered successful. During my years in school work, I have known a great many principals; I cannot think of a single successful one who did not maintain good contacts with the community.

The principal who makes a success of his community relations does three things well: in the first place, he is alert to secure from the whole community the comments and suggestions which bear upon child welfare, especially where they affect the schools; in the second place, he interprets the program of his particular school and of the entire school system to the people of his community; and in the third place, he shares actively in the varied activities and interests of his community.

The principal as student of community needs—A school system, like any other major business enterprise, must keep in touch with the changing demands of the consuming public. The public schools arose in response to the need of the people for certain types of education. The needs have changed with the years and the schools must change likewise.

The person charged by the board of education with the responsibility of discovering and formulating the educational needs of the community is the superintendent of schools. School systems, however, particularly the larger ones, have grown complex. The functions of the superintendent have been delegated by him to teachers, supervisors, and principals, who act as his specialized agents. The superintendent himself is becoming increasingly an executive who directs the carrying out of the manifold activities of a modern school system.

Under such an organization, the principal has a definite responsibility to meet. He is the scout of the superintendent, placed in a particular area of the city, and charged with the duty of discovering the educational needs which are not now being met adequately. The principal must be a good observer, a good listener, a good collector of ideas; especially must he be ready to hear the suggestions and comments, favorable or unfavorable, which may be made about the work of the schools by people in his community.

The wise principal will use a wide variety of means of discovering the educational needs of the area in which he works. He will, of course, keep his school and himself easily accessible for visitation by

parents and other interested persons; he will avoid the extreme seclusiveness so characteristic of many continental schools where the prospective visitor must secure special permission from the chief inspector before he may even enter a school building. He will invite discussion of school matters from the parents whom he meets; he will encourage the teachers to give ample time before and after school to conferences with such parents as may seek them. He will make it a point to visit widely in his community—in homes, in stores, in factories, in offices; he will advise his teachers to do likewise—especially to visit the homes of pupils in their own classes to the end that they may discover what the parents really have in mind regarding the school. On occasion, he will make systematic study of various aspects of the community life, including recreational, sociological, and economic. He will be receptive both to expressions of opinion and to such factual evidence as may be available regarding community needs.

A principal may make several uses of his findings from contacts with the community. Sometimes he can himself remedy the situation about which there has been complaint. For example, the principal whose school is located in an area where most of the parents come home for a noon dinner may discover much resentment in the community regarding the short noon hour of the school. He may be able to extend the noon hour and afternoon session correspondingly in order to meet better the local situation. In other cases, he may be confirmed in a program which has been introduced experimentally but the merits of which the school alone cannot judge. For example, he may have instituted on trial a plan of opening up the school gymnasium and another room or two for use after school by certain organized groups of young men or women in the community. If he discovers that practically everyone in the community who knows about it approves heartily of it, he will be impelled to continue the program.

In other types of cases, the principal may not himself have authority to meet the situation revealed by his investigation. Thus he may find that there is much objection in the community to the high fees charged by certain boys' clubs operating there. In such a case, he may be able to do nothing more than bring the matter to the attention of the authorities of the club, but this at least he is obligated to do.

Much of the information which he secures will concern matters affecting more than his particular school. Such information, especially where it is based upon a sizable number of cases, obviously should be reported to the superintendent of schools. Indeed, such reporting is an important means of helping the superintendent to become and to keep informed about the situation in his city. It may occupy a large place in his program of appraisal of the way in which

the schools are meeting the needs of the time. Such reports may range from the simple and informal exchange of a few words in a chance meeting to a well considered and lengthy report; both will be found useful by the superintendent in planning and modifying the general program of the schools.

The principal as interpreter of the school—The principals of the schools are the chief representatives of the board of education and the superintendent in presenting and explaining the program of the schools. A school system cannot have its proper place in the community unless it is thoroughly understood by the people. Casual skimming of the pages of the current magazines shows a surprising amount of advertising designed to promote the understanding by the consumers of the products or services offered for sale. Especially have corporations spent large amounts of money to inform the public not only regarding the service which the company sells, but also about every phase of the conduct of the company's business. It is just as important for school people to interpret to the public the educational services which are available.

Perhaps the commonest means used for this purpose by principals is the promotion of a continuing series of demonstrations and discussions for the parents of the children enrolled in the school. Pageants, athletic games, exhibits, physical education demonstrations, and musical programs are illustrations of these efforts to acquaint parents with the schools. In some cases, these parents may be organized formally in a parent-teacher association; in other cases, they may meet in informal groups. In either case, the intent is the same—to keep the public informed.

Demonstrations of actual classroom procedures have been valuable devices for acquainting large groups of parents with what is actually going on in the schools. When accompanied by adequate interpretation before or after the demonstration, such activities are remarkably effective. The mere presentation of a good lesson in silent reading may not develop understanding and approval on the part of the parents present. There needs to be some explanation by pupils, teacher, or principal of the reasons for the increasing emphasis upon silent reading in the modern school and for the selection of the particular phases of silent reading stressed in the lesson of the day. In many cases, this interpretation is best supplied by the pupils themselves.

The formal demonstration of class activities in an auditorium is, of course, only a substitute for the actual observation of boys and girls learning in normal classroom situations. Every principal should encourage visitation of the classrooms themselves. The school has nothing to fear from a full knowledge of its program on the part of parents.

Some schools have found it helpful to hold a "go-to-school night" for parents, when the pupils are not there and the parents take their places in the classes. Such a direct experiencing of the processes and the materials of education seems to be singularly effective in securing a genuine understanding of the school by the parents.

Next in importance to having the community see the schools and their products directly is having the community hear and read about the schools. The principal has a large place in planning any such program. He should cultivate the ability to speak easily in public, and should be ready to address various community groups on the work of the schools. Every community has a number of clubs which devote time periodically to discussions of one phase or another of the program of the schools. The logical speaker at many such meetings is the head of the educational system in that area, the principal of the school. However, since he represents the entire system, he must be informed regarding the entire system. The elementary school principal, of course, will be thoroughly conversant with the program of his own unit. He needs to know likewise the policy and activities of the junior high school, the senior high school, and such municipal college units as there may be in his city. Above all, he must be familiar with the basic policies of the school system as adopted by the board of education and the superintendent of schools. He must be able to answer the questions of his auditors in terms of the general educational program of the city.

In some communities, the principal who is skillful in writing will have the opportunity to use that gift in the promotion of community understanding of the schools. Many school papers include a feature called by some such name as "the parent's corner." Here is presented under the name of the principal of the school, a brief sketch of some element of the child welfare program, either in that school or in the system as a whole. In addition, many principals are invited to write material about the work of the schools for publication in city or community newspapers.

The chief cost involved in a program of interpreting the schools is the time cost to individuals concerned. In my judgment, the value received far outweighs the cost. Every hour spent in showing and interpreting the schools to the public returns large dividends in understanding, sympathy, and support of the schools by the public.

The principal as participant in the life of the community—The principal who continuously studies the need of his community, presents an educational offering to meet those needs, and interprets the school program to his people, obviously must play a large part in the total life of the community. He cannot hope either to give or to secure information unless he is one with the people with whom he deals. It is not enough that he goes into clubs as a speaker or as a

questioner; he must take an active part in the clubs and other organizations of his community; he must be an integral part of the life of the people served by his school.

Ideally, he resides in the community near his school, just as do the dentist, the lawyer, and the merchant. His presence as a member of the group marks him as a normal individual with normal interests and purposes but one who is making his particular contribution to the welfare of the community through his work as a leader of teachers. However, it is not always possible for the principal to reside in the area of his school. Especially is this true in rapidly growing cities where new schools are continually being erected and where many changes are necessarily made in the principalships. Unquestionably, however, it is advantageous wherever possible for the principal to be a neighbor among neighbors.

The principal's membership in church and lodge and similar organizations is likely to be in the neighborhood of his home, and therefore not always in his school neighborhood. Nevertheless, the principal who can share in these aspects in the life of his community is fortunate, because he thereby secures additional contacts with the clients of his school.

There are, however, certain organizations in the area of his school to some of which the principal should belong regardless of the location of his home. These are the civic improvement associations, the noon-day luncheon clubs, and similar groups which have as a major purpose the maintenance of the welfare of the whole neighborhood. The school and the schoolman dare not remain isolated from these and similar constructive forces in social life. The wise principal takes an active part in such programs.

The principal who belongs to a service club and who through these becomes well acquainted with the men of the community can build a respect for schools and school people which can be secured in no other way. If the men in the club see him ready and able to share in enterprises for community betterment which are originated by the club, they develop a confidence in him and in the schools, which is of the greatest importance.

I strongly recommend to every principal that he plan definitely to be an integral part of his community, that he share in its life and its interests. By so doing, he puts himself in a position where he may secure first-hand information about the educational needs of the community and may present the response of the schools to those needs. Above all, such action on his part begets faith in the schools and in the people who run them. In the last analysis, the school business, like every other business, is founded on confidence.

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CHAPTER II
A NATIONAL SURVEY OF SCHOOL-COMMUNITY
CONTACTS

INTRODUCTION TO CHAPTER II

The propagandist's mind is made up on a particular subject. He seeks to inculcate one viewpoint. The teacher's mind is open on all subjects. He seeks to present all viewpoints. The function of propaganda is to gain acceptance of a particular opinion, doctrine, or course of action, under circumstances designed to curb the individual's freedom of thought and action. The function of education, on the other hand, is to acquaint the individual with a variety of opinions, doctrines, or courses of actions, so as to equip him, intelligently, to do his own thinking and to select his own courses of action. The main purpose of propaganda, therefore, is to teach *what to think*, while the guiding purpose of education is to teach *how to think*.

This is a fundamental distinction, essential to clear thinking on this whole problem. The words advertising and publicity are sometimes carelessly used as synonyms for education. The so-called "educational" campaigns whereby commercial or altruistic agencies seek to secure the sale of a commodity or the more or less uncritical acceptance of a particular idea, doctrine, or course of action should not be confused with the legitimate educational activities of a public school.

In emphasizing the fundamental distinction, as to attitude, method, and purpose, between propaganda and education the committee does not imply that the ultimate effects of propaganda are always evil, and that those of the school are always good. There are doubtless situations, particularly in dealing with adults, when propaganda methods are economical and effective in securing some desirable result. The propagandist is frequently inspired by the highest motives, and many illustrations might be cited of the benefits to civilization which have resulted from his activities. We also recognize the fact that all the activities which go on in some schools do not deserve to be called educational. Many schools still have far to go before they can be sure that all their work deserves to be called education in its finest sense. But these practical facts must not cause us to forsake our standards. The ideal must be kept untarnished. Education and propaganda are basically antagonistic.—Excerpt from the *Report of the Committee on Propaganda*, National Education Association, 1929, p. 5-6.

CHAPTER II

A NATIONAL SURVEY OF SCHOOL-COMMUNITY CONTACTS

THE PRINCIPLE is generally accepted that the schools of today should be closely attuned to the community's life. Differences of opinion arise as to how community-school relationships may be established and maintained with the maximum benefit to children.

At one extreme are those who would allow commercial establishments, welfare agencies, and various "improvement" groups considerable freedom in the school system. At the other extreme there are educators who would close the doors of the schools to all "propaganda" or influences which appear foreign to the purposes of the school.

The evidence presented in this chapter indicates that the majority of principals are found between the two extremes. These principals encourage contacts with such "acceptable" agencies as the parent-teacher movement, the city police departments, and the public library. When new influences or agencies attempt to force their way into the schools the principals usually refer the problem to the superintendent's office or turn down the offer without much ceremony.

SOURCES OF DATA

In June, 1931, the Editorial Committee of the Department and the Research Division of the National Education Association sent 4610 inquiry blanks to the members of the Department of Elementary School Principals. Twenty-three percent or 1083 of the questionnaires were returned in time and proper condition for the tabulations. The distribution of the replies by city size and school enrolment is shown in Table 1.

It will be noted that slightly over 50 percent of the replies were from the largest cities over 100,000 in population. This condition means that the conclusions of this study are more likely to be true for schools in the largest cities than for schools in the cities under 100,000 in population. The median school enrolment for Table 1 is 619 pupils. This median agrees reasonably well with the median of 632 obtained for a random sampling of city schools by the Committee on Standards and Training.¹ We have, therefore, some reason for concluding that the present study is representative of conditions in schools of the largest cities.

¹Compare with Table 1 of the *Seventh Yearbook*, Department of Elementary School Principals, 1928, p. 169.

TABLE 1—DISTRIBUTION OF THE REPLIES OF 1083 ELEMENTARY SCHOOL PRINCIPALS BY SCHOOL ENROLMENT AND CITY SIZE

City Size	School Enrolment			Total Number for Schools of All Enrolments
	Over 1000	500-1000	Under 500	
(1)	(2)	(3)	(4)	(5)
Over 100,000.....	124	335	137	596
30,000-100,000.....	15	96	81	192
10,000-30,000.....	3	46	106	155
5,000-10,000.....	4	21	26	51
Under 5,000.....	3	18	68	89
Total Number for All City Sizes.....	149	516	418	1083

AGENCIES WORKING IN THE SCHOOLS

The first five questions of the inquiry form asked principals to check or to write in the names of various agencies which were closely associated with the school's program. The inquiry form attempted to distinguish the various agencies on such bases as (1) governmental or (2) non-governmental. When principals ignored the suggestions of the questionnaire considerable care was taken in the tabulations to eliminate duplications. For example, the Junior Red Cross was listed by some principals "for adults" and by others "for children." In the tables presented herein all of the replies indicating the Junior Red Cross have been reported "for children" in a single table. Other variations of the above nature have been eliminated wherever possible.

Adult groups—Question 1 asked principals to name the adult clubs (i. e. the parent-teacher association) which were working actively in the schools or in connection with the school program.

Table 2 reports the answers to this question by school size. The parent-teacher association seems to be relatively more frequent in the schools under 1000 pupils than in the largest schools. Only about 50 percent of the big schools have the parent-teacher organization while in the schools under 1000 at least 75 percent have the contact. Does this mean that the P. T. A. organization is not adaptable to the largest schools because of greater heterogeneity of races, economic levels, and cultural interests? Or, does it mean that the largest schools have other contacts which are more useful? For example, the mothers' clubs are found in the following proportions: smaller schools, 1 in

TABLE 2—QUESTION 1: WHICH ADULT GROUPS ARE WORKING IN YOUR BUILDING OR IN CONNECTION WITH YOUR SCHOOL'S PROGRAM?

Groups Reported	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Parent-Teacher Association.	52.3%	75.6%	80.6%	74.3%
Mothers' Clubs.....	26.8	18.4	13.9	17.8
Luncheon Clubs.....	16.8	11.2	15.6	13.7
Adult Study Groups.....	11.4	12.8	11.0	11.9
Adult Civic and Improvement Clubs.....	4.0	9.7	8.1	8.3
Adult Recreation Groups...	7.4	7.0	4.5	6.1
Fathers' Clubs.....	3.4	3.1	2.4	2.9

Read table thus: 52.3 percent of the principals of the 149 schools over 1000 in pupil enrolment reported contacts with the parent-teacher association. Of the 1083 schools, 17.8 percent reported contacts with mothers' clubs.

7; middle schools, 1 in 5; and the largest schools, 1 in 3.¹ Luncheon club contacts are also slightly more frequent in the largest schools.

Table 3 presents the data for Question 1 by city size. As in Table 2 the parent-teacher association maintains a consistent first place. Of the schools reporting in each city group the percents from columns 2 through 6 are: 71, 79, 81, 88, and 72 respectively. There is some indication here that the P. T. A. thrives most in the cities between 5,000 and 100,000 in population. Table 3 indicates, too, that adult study, recreation, and civic groups are more likely to be in contact with the schools in the cities over 100,000 in population than in the smaller communities.

Welfare groups—Question 2 asked principals to report the welfare, charitable, patriotic, and similar groups with which they came in contact in administering the education of children.

Table 4 gives the data as to contacts with welfare groups in terms of school size. The three groups most frequently reported are: (1) the child welfare societies (i. e. Children's Aid Society), (2) the charity groups (i. e. the Community Chest), and (3) the religious or denominational groups (i. e. Y. M. C. A.). Schools of all sizes report these three contacts so frequently as to indicate that pupil enrolment is not a significant factor. Apparently a number of children in both small and large schools need clothing, medical attention, and protection against ill-treatment. Principals frequently must call upon the non-governmental welfare agencies to help in facilitating the educational progress of children.

¹Throughout this report percents and proportions are reported to the nearest whole numbers. This practise eliminates intricate fractions and does not alter the general conclusions.

TABLE 3—QUESTION 1: WHICH ADULT GROUPS ARE WORKING IN YOUR BUILDING OR IN CONNECTION WITH YOUR SCHOOL'S PROGRAM?

Groups Reported	City Size					1083 Schools in Cities of All Sizes
	596 Schools in Cities over 100,000	192 Schools in Cities 30,000-100,000	155 Schools in Cities 10,000-30,000	51 Schools in Cities 5,000-10,000	89 Schools in Cities under 5,000	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Parent-teacher association.....	70.5%	78.6%	80.6%	88.2%	71.9%	74.3%
Mothers' Clubs.....	21.8	15.6	12.3	5.9	12.4	17.8
Luncheon Clubs.....	11.7	13.0	18.1	25.5	13.5	13.7
Adult Study Groups..	14.8	6.8	8.4	5.9	13.5	11.9
Adult Civic and Improvement Clubs...	8.1	6.3	6.5	19.6	11.2	8.3
Adult Recreation Groups.....	6.4	2.1	8.4	9.8	6.7	6.1
Fathers' Clubs.....	3.9	2.6	.6	2.0	1.1	2.9

Read table thus: 70.5 percent of the principals of the 596 schools in cities over 100,000 in population reported contacts with the parent-teacher association. Of the 1083 schools, 17.8 percent reported contacts with mothers' clubs.

TABLE 4—QUESTION 2: WHICH NON-GOVERNMENTAL AGENCIES ACTUALLY COME IN CONTACT WITH YOU IN THE ADJUSTMENT AND EDUCATION OF PUPILS?

Groups Reported	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Child Welfare Societies.....	79.2%	74.2%	62.7%	70.5%
Charity Groups.....	75.2	67.6	53.3	63.2
Religious and Denominational Agencies.....	51.0	58.3	25.6	44.7
Community Welfare Groups.	8.7	11.2	4.3	8.2
Patriotic Societies.....	8.1	8.3	8.1	8.2
Health and Correction of Physical Defects.....	12.8	9.7	4.3	8.0
Museums, Art and Historical Societies.....	16.8	6.0	4.5	6.9
Auto Clubs.....	4.0	5.6	4.8	5.1
Clinics.....	4.7	4.7	3.8	4.3
Prohibition Groups.....	5.4	1.9	2.4	2.6
Humane Societies.....	3.4	2.7	1.7	2.4
Merchants and Business Organizations.....	5.4	1.9	1.0	2.0
Thrift Societies.....	.....	1.6	2.6	1.8
Newspapers.....	2.0	1.6	1.2	1.5
Movies and Theatres.....	.....	.2	.5	.3
Radio.....	.....	.....	.5	.2

Read table thus: 79.2 percent of the principals of the 149 schools over 1000 in pupil enrolment reported contacts with the child welfare societies. Of the 1083 schools, 63.2 percent reported contacts with the charity groups.

Table 5 reports data on the welfare groups by city sizes. Child welfare and charity groups are relatively as active in the smallest cities as in the largest communities. Religious and denominational groups seem to assist the schools most in communities over 100,000 in population.

Governmental agencies—Question 3 requested principals to list the governmental agencies which were in direct contact with the educational programs.

TABLE 5—QUESTION 2: WHICH NON-GOVERNMENTAL AGENCIES ACTUALLY COME IN CONTACT WITH YOU IN THE ADJUSTMENT AND EDUCATION OF PUPILS?

Groups Reported	City Size					1083 Schools in Cities of All Sizes
	596 Schools in Cities over 100,000	192 Schools in Cities 30,000-100,000	155 Schools in Cities 10,000-30,000	51 Schools in Cities 5,000-10,000	89 Schools in Cities under 5,000	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Child Welfare Societies	80.4%	58.9%	57.4%	60.8%	57.3%	70.5%
Charity Groups.....	68.8	59.9	58.7	60.8	41.6	63.2
Religious and Denominational Agencies..	58.7	32.8	35.5	17.6	7.9	44.7
Community Welfare Groups.....	10.1	7.8	7.7	3.9	.....	8.2
Patriotic Societies....	6.5	7.3	9.7	11.8	16.9	8.2
Health and Correction of Physical Defects..	10.4	4.7	7.7	5.9	1.1	8.0
Museums, Art, and Historical Societies..	10.9	2.6	2.6	2.0	.....	6.9
Auto Clubs.....	4.9	6.8	5.2	5.9	2.2	5.1
Clinics.....	4.7	4.2	3.9	.....	5.6	4.3
Prohibition Groups...	2.0	2.6	4.5	3.9	2.2	2.6
Humane Societies....	3.4	1.0	1.3	3.9	.....	2.4
Merchants and Business Organizations..	2.9	.5	2.6	.....	.....	2.0
Thrift Societies.....	1.0	3.1	1.3	3.9	3.4	1.8
Newspapers.....	2.0	.5	1.3	.....	1.1	1.5
Movies and Theatres..	.3	.5	.....	.....	.....	.3
Radio.....	.....	1.0	.....	.....	.....	.2

Read table thus: 80.4 percent of the principals of the 596 schools in cities over 100,000 in population reported contacts with the child welfare societies. Of the 1083 schools, 44.7 percent reported contacts with religious and denominational agencies.

In Table 6 the replies to Question 3 have been tabulated in terms of school size. The city health department is reported by 93 percent of the large schools; 92 percent of the middle, and 85 percent of the small schools. The public library contacts follow closely the health department both as to number and relationship to school size. The

police department contacts are unusually numerous in the case of the largest schools probably because this item includes safety councils and safety patrols.

Juvenile court contacts are reported by the large, middle, and small schools, as 77 percent, 69 percent, and 51 percent respectively. It is clear from Table 7, however, that city size rather than pupil

TABLE 6—QUESTION 3: WHICH GOVERNMENTAL AGENCIES MAKE DIRECT CONTACT WITH YOU AND THE EDUCATIONAL PROGRAM OF YOUR SCHOOL?

Groups Reported	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Health Department.....	93.3%	92.2%	84.9%	89.6%
Public Library.....	89.9	88.0	80.1	85.2
Police Department ¹	94.6	82.9	68.9	79.1
Fire Department.....	79.2	71.1	63.6	69.3
Juvenile Courts.....	77.2	69.0	50.5	63.0
Street Department.....	18.1	10.9	7.4	10.5
Miscellaneous City Departments.....	4.0	6.4	4.5	5.4
Engineering Department....	6.0	3.1	2.6	3.3
Miscellaneous State Bureaus.	3.4	2.5	2.2	2.5
Miscellaneous School System Divisions.....	2.7	.6	1.9	1.4
Miscellaneous Federal Aid and Service.....			.2	.1

¹Includes safety councils.

Read table thus: 93.3 percent of the principals of the 149 schools over 1000 in pupil enrolment reported contacts with the health department. Of the 1083 schools, 85.2 percent reported contacts with the public library.

enrolment is the potent factor in regard to juvenile court contacts. Most of the large schools reporting in this study are in the largest cities. Following the item "juvenile courts" across columns 2 to 6 of Table 7 we find the following percents: 74, 59, 53, 37, and 30 respectively.

Organizations for children—In Question 4 principals were asked to note the clubs, associations, and movements which emphasize the participation of children. As in the previous questions the person reporting was supposed to indicate the groups actively at work in his school.

Table 8 gives the answers to Question 4 by school size. In the schools over 1000 in enrolment the Junior Red Cross was reported 91 times or by 61 percent. The Boy Scouts while second to the Junior Red Cross in the large schools were noted by 55 percent of the middle schools and 47 percent of the small schools. Although individually

TABLE 7—QUESTION 3: WHICH GOVERNMENTAL AGENCIES MAKE DIRECT CONTACT WITH YOU AND THE EDUCATIONAL PROGRAM OF YOUR SCHOOL?

Groups Reported	City Size					1083 Schools in Cities of All Sizes
	596 Schools in Cities over 100,000	192 Schools in Cities 30,000-100,000	155 Schools in Cities 10,000-30,000	51 Schools in Cities 5,000-10,000	89 Schools in Cities under 5,000	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Health Department...	92.8%	90.6%	83.9%	86.3%	77.5%	89.6%
Public Library.....	91.9	82.8	82.6	64.7	61.8	85.2
Police Department ¹ ...	90.8	66.7	65.8	70.6	56.2	79.1
Fire Department.....	76.5	68.2	61.9	64.7	39.3	69.3
Juvenile Courts.....	74.0	58.9	52.9	37.3	30.3	63.0
Street Department...	13.4	8.3	7.1	2.0	6.7	10.5
Miscellaneous City Departments.....	5.9	6.3	5.2	.....	3.4	5.4
Engineering Department.....	4.2	3.1	1.9	.....	2.2	3.3
Miscellaneous State Bureaus.....	3.0	1.0	3.2	.....	2.2	2.5
Miscellaneous School System Divisions...	1.7	.5	1.3	.....	2.2	1.4
Miscellaneous Federal Aid and Service.....	.....	.....	.6	.....	.....	.1

¹Includes safety councils.

Read table thus: 92.8 percent of the principals of the 596 schools in cities over 100,000 in population reported contacts with the health department. Of the 1083 schools, 79.1 percent reported contacts with the police department.

the various organizations for girls are reported less frequently than the Boy Scouts, collectively the Girl Scouts, Camp Fire Girls, and Girl Reserves exceed the boys' organizations.

Table 9 reports the children's organizations by city size. From cities over 100,000 to those under 5,000 the percents for the Boy Scouts are: 51, 50, 47, 61, and 61 respectively. The Girl Scouts are reported by the following percent of schools in each city group: 30, 31, 31, 39, and 45 respectively. While apparently the Girl Scouts show relatively large gains in small cities as compared with the large cities, the Camp Fire Girls and the Girl Reserves are reported most frequently in cities above 10,000 population.

Summary—Approximately one-fourth of the members of the Department of Elementary School Principals answered an inquiry blank regarding the "outside contacts" of their schools. Of the 1083 replies approximately 50 percent were from schools in cities over 100,000 in population. Obviously, the conclusions and summaries reflect complex urban conditions. In terms of school enrolment, the re-

TABLE 8—QUESTION 4: WHICH ORGANIZATIONS FOR CHILDREN ARE WORKING ACTIVELY IN YOUR BUILDING OR IN CONNECTION WITH YOUR SCHOOL PROGRAM?

Groups Reported	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Boy Scouts.....	53.7%	54.5%	47.4%	51.6%
Junior Red Cross.....	61.1	38.8	45.9	44.6
Girl Scouts.....	36.9	32.8	28.9	31.9
Camp Fire Girls.....	17.4	18.8	16.0	17.5
Girl Reserves.....	16.1	18.4	11.5	15.4
Miscellaneous Clubs for Boys and Girls.....	12.8	7.4	8.4	8.5
Miscellaneous Clubs for Boys	7.4	7.9	3.1	6.0
Denominational Groups.....	3.4	2.7	8.1	4.9
Student Councils and Safety Patrol.....	2.7	4.7	3.6	4.0
Miscellaneous Clubs for Girls	4.0	2.5	3.1	3.0
Four-H Clubs.....	1.3	1.0	6.0	3.0

Read table thus: 53.7 percent of the principals of the 149 schools over 1000 in pupil enrolment reported contacts with the Boy Scouts. Of the 1083 schools, 44.6 percent reported contacts with the Junior Red Cross.

TABLE 9—QUESTION 4: WHICH ORGANIZATIONS FOR CHILDREN ARE WORKING ACTIVELY IN YOUR BUILDING OR IN CONNECTION WITH YOUR SCHOOL PROGRAM?

Groups Reported	City Size					1083 Schools in Cities of All Sizes
	596 Schools in Cities over 100,000	192 Schools in Cities 30,000-100,000	155 Schools in Cities 10,000-30,000	51 Schools in Cities 5,000-10,000	89 Schools in Cities under 5,000	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Boy Scouts.....	51.3%	49.5%	47.1%	60.8%	60.7%	51.6%
Junior Red Cross.....	43.6	46.4	44.5	51.0	43.8	44.6
Girl Scouts.....	29.7	31.3	31.0	39.2	44.9	31.9
Camp Fire Girls.....	20.6	10.4	16.8	23.5	10.1	17.5
Girl Reserves.....	16.6	22.4	10.3	11.8	3.4	15.4
Miscellaneous Clubs for Boys and Girls.....	10.1	4.2	9.0	13.7	3.4	8.5
Miscellaneous Clubs for Boys.....	8.4	2.6	3.2	3.9	3.4	6.0
Denominational Groups.....	4.9	5.2	6.5	5.9	1.1	4.9
Student Councils and Safety Patrols.....	5.0	1.0	3.2	5.9	3.4	4.0
Miscellaneous Clubs for Girls.....	2.3	3.6	5.2	2.0	2.2	3.0
Four-H Clubs.....	1.0	.....	3.9	7.8	18.0	3.0

Read table thus: 51.3 percent of the principals of the 596 schools in cities over 100,000 in population reported contacts with the Boy Scouts. Of the 1083 schools, 31.9 percent reported contacts with the Girl Scouts.

plies are most representative of schools of 500-1000 pupils. The tables for the first four questions of the inquiry form may be summarized for the total group of answers, as follows:

(1) The parent-teacher associations are found operating in connection with 8 schools in every 11, mothers' clubs in 2 schools in 11, luncheon clubs and adult study groups each work in one school in 11. The parent-teacher organization was reported relatively more frequently in schools enrolling under 500 pupils, and in cities between 5,000 and 100,000 in population.

(2) Child welfare groups were reported by 8 schools in 11, charity groups by 7 schools in 11, and denominational agencies by 5 schools in 11, community welfare, patriotic, and health agencies each by one school in 11. School enrolment and size of community do not appear to influence the relative activity of the various welfare groups.

(3) Among the more active governmental contacts the schools report: the health department by 10 schools in 11, the public library 9 schools in 11, the police department 9 schools in 11, the fire department 8 schools in 11, and the juvenile courts 7 schools in 11. School size does not apparently influence the relative activity of these five governmental agencies. Schools in cities over 10,000 in population report the governmental contacts relatively more frequently than schools in the smaller communities.

USEFULNESS OF THE OUTSIDE AGENCIES

The inquiry form gave principals the opportunity to evaluate the usefulness of the various outside agencies. Persons replying were asked to take each organization in contact with the schools and to rate it in the light of a program of progressive education. The rating terms were "very useful," "useful," "harmless," and "detrimental." More specifically the principals were asked to answer this question:

Are these agencies useful or harmful in connection with a modern and progressive system of schools?

A number of principals failed to make evaluations. For example, the parent-teacher association was reported in 805 schools, but only 651 gave an evaluation. In the case of other outside contacts many principals failed to express their opinions.

Very few organizations were designated as "harmless" and an even smaller number were rated as "detrimental" to the school program. The agencies marked as "detrimental" were, according to explanations given by several principals, objectionable because of propaganda or undiplomatic methods. These problems will be discussed further under subsequent sections of this report.

Table 10 gives a summary of the total vote on twelve of the agencies reported by principals in Tables 2 to 9. Columns 2, 4, and 6 taken together for each agency show the total number of times that the contact was reported in earlier tables. Column 8 gives the number of schools not reporting the contacts listed in Column 1.

Column 6 is particularly interesting because it gives the number of principals who, though in contact with the various community groups, refused to give a rating. Does this mean that these princi-

TABLE 10—NUMBER AND PERCENT OF PRINCIPALS RATING TWELVE OF THE COMMUNITY CONTACTS MOST FREQUENTLY REPORTED IN TABLES 2 TO 9, INCLUSIVE¹

Group or Agency	Very Useful or Useful		Harmless or Detrimental		Not Voting		Did not Report this Contact	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Parent-Teacher Association	605	55.9	46	4.2	154	14.2	278	25.7
Health Department	558	51.5	12	1.1	400	37.0	113	10.4
Public Library	536	49.5	6	.5	381	35.2	160	14.8
Police Department	389	35.9	33	3.0	435	40.2	226	20.9
Child Welfare Groups	367	33.9	19	1.8	377	34.8	320	29.5
Boy Scouts	342	31.6	31	2.8	186	17.2	524	48.4
Fire Department	312	28.8	42	3.9	397	36.7	332	30.6
Junior Red Cross	274	25.3	25	2.3	184	17.0	600	55.4
Juvenile Courts	266	24.6	31	2.9	385	35.5	401	37.0
Charity Groups	253	23.4	37	3.4	394	36.4	399	36.8
Girl Scouts	226	20.9	20	1.9	99	9.1	738	68.1
Denominational Agencies	152	14.1	34	3.1	298	27.5	599	55.3

¹Columns 2, 4, 6, and 8 across total 1083 cases and Columns 3, 5, 7, and 9 across total 100 percent.

Read table thus: In column 2 there were 605 principals who rated the parent-teacher association very useful or useful. These principals constituted 55.9 percent (column 3) of the total number of 1083 replies. Almost 26 percent of the principals did not report contacts with the parent-teacher movement.

pals have utilized the contacts without forming any opinion as to their usefulness? For example, *more than 50 percent of the principals who reported contacts*¹ with the fire department, the juvenile courts, the police department, the charity groups, and the denominational agencies neglected to rate these contacts in terms of their usefulness to a program of progressive education.

On the other hand, apparently several of the agencies have "sold" their programs of service to a majority of the principals in this present survey. These agencies include the parent-teacher association,

¹That is to say, 50 percent of the total number found in columns 2, 4, and 6. The percents given in column 7 are based upon the entire group of 1083 principals, many of whom had no contacts with governmental or other agencies.

the health department, the child welfare groups, the public library, the Boy Scouts, the Girl Scouts, and the Junior Red Cross.

School size—Are some of the agencies more useful in the large schools than in the smaller schools? Are the principals of the middle size schools *relatively* more enthusiastic about certain contacts than are the other principals?

Of the many agencies listed, seven were rated by 50 percent or more of the principals who reported them in connection with their schools. These seven agencies include: the parent-teacher organization, the health department, the child welfare groups, the public library, the Boy Scouts, the Girl Scouts, and the Junior Red Cross.

Table 2 shows that the parent-teacher association existed in 52 percent (or 78) of the large schools of 1000 or more pupils. From detailed tabulations, not reported here, we find that 61 principals of these large schools rated the P. T. A. as useful. Therefore, 77 percent of those with this particular contact considered it worthwhile. Since this is the *highest* percent of approval it is given a rank of 1 in Chart I. The Girl Scouts were rated useful by 64 percent of the large schools, hence it takes second rank. In a similar manner, the various agencies were ranked for the three groups of schools as shown in Chart I.

According to Chart I the parent-teacher association was rated relatively most useful in schools of all sizes. The public library held rather consistently to third place. The child welfare group was usually in last place. Apparently the Junior Red Cross has been most successful in schools of 500 to 1000 pupils. The Boy Scouts and Girl Scouts seem to increase in usefulness from the largest to the smallest schools. The health department dropped in relative usefulness in the smaller schools.

No attempt has been made to analyze the reasons for changes in ranks in Chart I. Among the factors which may be operating are: (1) the adaptability of each agency to schools of the various sizes, (2) the tendency which often exists of bringing a more complete program to bear in the largest schools, and (3) the needs of schools of the various sizes for different services.

City size—Using the same basis as for Chart I, it is possible to show the relative usefulness in terms of city size, as in Chart II. Once again, we are assuming that the rating of "useful" by a large proportion of the principals is an indication of the value of the particular community contact. If the parent-teacher association was marked useful by 75 percent (of those who are experienced with this contact) and the child welfare group was approved by 50 percent, then the ranks given were 1 and 2 respectively. This method has been used in cities of all sizes in Chart II.

Chart I - Rank by School Size of the Usefulness
of Seven Community Contacts.
(Brackets used to indicate a tie ranking).

Rank	Schools		Schools		Schools	
	Over 1000		500-1000		Under 500	
1	P. T. A.	_____	P. T. A.	_____	P. T. A.	_____
2	Health	_____	J. R. C.	_____	G. S.	_____
3	{ Library	_____	Library	_____	B. S.	_____
4	G. S.	_____	{ B. S.	_____	Library	_____
5	B. S.	_____	{ G. S.	_____	Health	_____
6	Welfare	_____	Health	_____	J. R. C.	_____
7	J. R. C.	_____	Welfare	_____	Welfare	_____

Explanation: P. T. A., parent-teacher association; G. S., Girl Scouts; B. S., Boy Scouts; Health, health department; Library, public library; J. R. C., Junior Red Cross; and Welfare, child welfare groups.

Chart II - Rank by City Size of the Usefulness
of Seven Community Contacts
(Brackets used to indicate a tie ranking)

Rank	Over <u>100,000</u>	30,000- <u>100,000</u>	10,000- <u>30,000</u>	5,000- <u>10,000</u>	Under <u>5,000</u>
1	P. T. A. —	P. T. A. —	G. S. —	P. T. A. —	P. T. A. —
2	G. S. —	G. S. —	P. T. A. —	G. S. —	G. S. —
3	B. S. —	B. S. —	B. S. —	B. S. —	B. S. —
4	J. R. C. —	Library —	Library —	Health —	Health —
5	Library —	Health —	Health —	Library —	Library —
6	Health —	J. R. C. —	J. R. C. —	J. R. C. —	Welfare —
7	Welfare —	Welfare —	Welfare —	Welfare —	J. R. C. —

Explanation: P. T. A., parent-teacher association; G. S., Girl Scouts; B. S., Boy Scouts; Health, health department; Library, public library; J. R. C., Junior Red Cross; and Welfare, child welfare groups.

Chart II shows the parent-teacher association, the Girl Scouts, and the Boy Scouts as rated on a consistently high level of usefulness. Apparently, the Junior Red Cross program has demonstrated its greatest usefulness in connection with the schools in the largest cities. The welfare groups were evaluated as the least useful in the opinion of the principals reporting in this survey.

Summary—One section of the inquiry form asked principals to indicate the community contacts which were very useful, harmless, or detrimental. Relatively few outside agencies were rated harmless or detrimental in terms of the school's program. Where the agencies were detrimental it appeared to have been due to propaganda or other unfortunate methods.

Table 10 shows the outside contacts in the order of the total number of favorable votes. In this ranking the first seven agencies were: the parent-teacher association, the health department, the public library, the police department, the child welfare groups, the Boy Scouts, and the fire department.

When we consider the outside agencies in terms of the percent approved as "useful" in comparison with the total number of contacts the ranking changes somewhat. The seven most frequently marked as useful on this new basis were: the parent-teacher association, the health department, the public library, the Girl Scouts, the Boy Scouts, the child welfare groups, and the Junior Red Cross.

On this second basis the police and fire departments drop out of the first seven. The Girl Scouts and the Junior Red Cross move up among the first seven most useful agencies. This shift simply means that of the schools with the four groups mentioned above those with the Girl Scouts and the Junior Red Cross were *relatively more enthusiastic*. Many principals, who have contact with the police and fire departments, were so indifferent as not to vote either approval or disapproval of the services rendered.

TEST CASES PUT BEFORE THE PRINCIPALS

The second part of the inquiry form sent to members of the Department contained six "test cases" or examples of how various agencies attempt to establish contacts with the schools. All of the test cases were imaginary as to specific detail but in general typical of instances often facing the school principal.

In the inquiry blank each test case was printed in concise form on the left side of the page. The right half of the page contained several procedures which might be used in dealing with the agency. Each principal was asked to check the "best" answer for his community or to write in his statement of a better procedure. The data have been reported in this section in terms of school size.

Athletic contests—Various types of athletic contests are held in many communities as a part of the regular school program. In a few cities these contests are encouraged by the local newspaper which "assists" by giving publicity, donating prizes, or supplying programs. Perhaps such joint sponsorships are maintained many times in good faith and with a positive educational influence upon their respective communities. The danger always exists that the desire for publicity on the part of the outside agency may seriously minimize the original altruistic and educational aims. Such a tendency was included in Problem A which was stated in the inquiry blank as follows:

a. An agent of the local newspaper proposes that an athletic meet be held in the school. The newspaper promises to supply the publicity, donate the prizes, and furnish printed programs. The printed programs will contain a subscription blank for the newspaper. The teachers and the principal are to organize and to direct the pupils.

Table 11 shows how the 1083 principals responded to Problem A. Only about 4 percent of the entire group reported that they would accept the newspaper offer as given. Twenty-nine percent would reject the offer with finality. Sixty-five percent would refer the problem to the superintendent's office.

TABLE 11—PROBLEM A: JOINT SPONSORING OF ATHLETIC CONTESTS BY SCHOOLS AND NEWSPAPERS

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Refer to Superintendent . . .	51.0%	64.1%	69.6%	64.5%
Reject Offer	42.3	30.2	23.7	29.4
Accept Offer as Given	4.7	3.7	3.6	3.8
No Answer . . . . .	.....	1.4	2.6	1.7
Accept Offer with Reservations	2.0	.6	.5	.7
Total Percent	100.0	100.0	100.0	100.0

Assembly speaker—Many schools are fortunate in being able to obtain as speakers various public-spirited citizens. Such persons may make effective talks on business, citizenship, patriotism, travel, and other distinctly worthwhile educational topics.

There are, however, a number of persons who seek, through talks to children, to advertise some commodity or propagandize their own peculiar viewpoints. Not infrequently such questionable motives are imbedded in a movie film, in a stereopticon lecture, or in an ordinary talk. Under the guise of an "educational lecture" these persons get

before a group of pupils. Once on the platform the principal is powerless to control or to censor what the speaker says.

Problem B contained the potential danger of "advertising" by a local business man. The problem was stated as follows:

b. In a telephone conversation a representative of a "safety council" offers to talk to an assembly in your school. He has moving pictures showing highway and city traffic practises which make for safety. He is the local agent for highway and building materials.

Table 12 summarizes the decisions of the 1083 principals in regard to Problem B. Fifty-seven percent of the total group would refer the problem to the superintendent of schools. Eleven percent voted to reject the offer. Almost one-fourth (24 percent) of the group voted to accept the offer as given.

Why did one-fourth of the group vote to accept the offer? Perhaps their experiences with this type of problem have always turned out to be educationally satisfactory. However, by accepting the local "building materials" man on "safety" these principals would establish a precedent. It would be difficult then to keep out the local coal

TABLE 12—PROBLEM B: OUTSIDE SPEAKER ON SUBJECT OF SAFETY

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Refer to Superintendent....	48.3%	59.9%	55.3%	56.5%
Accept Offer as Given.....	25.5	20.7	26.3	23.6
Reject Offer.....	18.1	10.3	8.1	10.5
Accept Offer with Reservations.....	7.4	6.8	7.9	7.3
No Answer.....	.7	2.3	2.4	2.1
Total Percent.....	100.0	100.0	100.0	100.0

dealer who wants to talk on "mining," the grocer who has a wonderful speech on "vitamins," and the florist who is an "expert" on landscape gardening.

Charity events—As reported elsewhere in this survey the various charity agencies are helpful to the schools. Where unusual cases of need arise the principal often finds it necessary to refer the problem to a private agency which specializes in the work.

Usually, the charity groups receive their funds from denominational or special groups, or by public subscription. In other words, such agencies are supported largely by contributions from adults. From time to time individuals approach the school authorities with schemes to raise money through the school children. The plan may

or may not carry with it the official approval of the charity organization.

Problem C represents one type of appeal for a joint school-charity organization enterprise. The problem was stated as follows:

c. A local charity organization offers the services of a person to train the children of your school for a pageant. The funds collected are to be divided equally between the charity organization and the school. The teachers and principal are to promote the idea among the children, send advertisements to the homes, and handle the ticket sales.

Table 13 summarizes the responses of the principals to Problem C. Fifty-two percent of the total group would refer the offer to the superintendent of schools. Thirty-eight percent would reject the offer. About 7 percent would accept the proposition as given or with reservations.

It is a little difficult to understand the 5.8 percent of the principals who voted to accept the offer as given. Perhaps these school executives live in communities where charity groups must render rather extensive services. Or perhaps these principals wish to encourage altruistic tendencies in their pupils. Important as these angles may

TABLE 13—PROBLEM C: JOINT ACTIVITY BY CHARITY GROUP AND SCHOOL

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Refer to Superintendent....	40.3%	51.2%	57.7%	52.2%
Reject Offer.....	56.4	39.3	30.9	38.4
Accept Offer as Given.....	1.3	5.8	7.4	5.8
No Answer.....	2.0	2.1	1.9	2.0
Accept Offer with Reservations.....		1.6	2.1	1.6
Total Percent.....	100.0	100.0	100.0	100.0

be the proposition stated in Problem C has serious objections: (1) the school becomes the machinery for advertising the activities of a small, organized group; (2) the school surrenders a portion of its time to outsiders; and (3) the school enters into ticket sales, promotion work, and other activities of doubtful educational value.

Outside speakers—Often school executives are required to decide what to do about the volunteer services of professional lecturers. These persons may be experts on geography, bird life, wild animals, astronomy, and other branches of science. When they arrive in a city these lecturers offer to talk free of charge in the schools so as to enlist interest in the regular paid programs. Other variations of

this type of problem are the local talent programs of various organizations.

Problem D presents one possible problem as follows:

d. A war veteran offers, without charge, to tell your pupils about his experiences if he may be allowed to distribute circulars to the children. The circulars advertise an evening lecture by the veteran, at which an admission charge is made. He says that a percent of the income at the evening meeting is to go to the local veterans' organization.

Table 14 summarizes the decisions of the 1083 principals regarding Problem D. Fifty-four percent of the principals voted to refer the matter to the superintendent's office. Thirty-one percent of the group reported that they would reject the offer. Only 2 percent indicated that they would accept the offer as given or with reservations. Ten percent (110 principals) would check the veteran's plan with the local veterans' organization.

Undoubtedly, Problem D was complicated for many principals by the fact that the offer came from a "veteran" rather than an ordinary professional lecturer. In some communities the failure of the school authority to accede to the veteran's wishes would be sufficient grounds for charges of disloyalty and lack of patriotism. Yet analyzed calmly the fact remains that the case should be decided on the basis of the potential advantages and disadvantages to the school. If the veteran submits a summary of his talk before he makes it the educator may check the statements against the school's objectives.

TABLE 14—PROBLEM D: FREE ASSEMBLY TALK AS A PRELIMINARY TO A SERIES OF ADDRESSES

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Refer to Superintendent....	43.0%	55.6%	56.5%	54.2%
Reject Offer.....	48.3	33.2	22.7	31.2
Check with Veterans' Bureau	6.7	6.4	16.0	10.2
Accept Offer as Given.....	1.3	2.1	2.4	2.1
No Answer.....		2.3	2.4	2.0
Accept Offer with Reservations.....	.7	.4	.....	.3
Total Percent.....	100.0	100.0	100.0	100.0

If the talk is not censored in advance then the school may be seriously embarrassed by the public presentation of some extreme viewpoints.

One interesting point in Table 14 is the reply from 10 percent of the principals that they would check with the local veterans' association. This decision may have been prompted by various motives, such

as: (1) to obtain further information, (2) to expose any misrepresentation which may or may not have existed, or (3) to remonstrate with the local officials of the veteran's organization as to the wisdom of their activities. These motives were not investigated in the present study.

Free printed materials—Commonly used devices for getting information into the schools are the free or cheap leaflets and posters. These materials vary from very poorly printed handbills to rather expensive booklets. The contents cover every conceivable topic, and may have been written by anyone from an unknown office boy to a world-famous specialist. Some of these materials do not contain the slightest indication of the sponsor, other leaflets bear a simple imprint, and still other publications imply in every other sentence the benefits of Lickstickum Library Paste.

Problem E presented the problem of health booklets such as are furnished by various agencies. The statement of the proposition was as follows:

e. A local insurance agent offers to supply your school with an attractive story book on health. The stories contain no advertising, but the name of the insurance company is printed on the title page of each book.

Table 15 contains the answers of the principals to Problem E. One-third (36 percent) of the educators would refer the problem to the superintendent of schools. Another one-third (33 percent) would

TABLE 15—PROBLEM E: HEALTH BOOKLETS WITH THE IMPRINT OF PRIVATE OR COMMERCIAL GROUPS

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Refer to Superintendent	26.9%	36.4%	39.0%	36.1%
Accept Offer as Given	32.2	30.4	37.3	33.3
Accept Offer with Reservations	15.4	18.0	13.2	15.8
Reject Offer	23.5	13.6	9.1	13.2
No Answer	2.0	1.6	1.4	1.6
Total Percent	100.0	100.0	100.0	100.0

accept the health booklets under the conditions offered. Sixteen percent of the group would ask the donating agency to remove the title page with its objectionable advertising. Thirteen percent (143 principals) would reject the offer completely.

The fact that one-third of the principals voted to accept the offer of the insurance company indicates that the decision is not an easy one to make. It may be argued that since textbooks contain the imprint of the publisher, there is no harm in the insurance company's name on the title page of the leaflet. Such an argument is not as sound as it first appears: (1) textbooks are selected on a competitive basis, but free health booklets depend upon the distributing ingenuity of the sponsors, (2) schools buy textbooks on a business basis while the acceptance of gifts places one under obligation, and (3) publishers deal in printed materials while the sponsors of free materials merely use the health booklets to advertise or to build up goodwill.

Advertising through equipment—Local and national business groups often plan on getting their products before children by lending equipment to the schools. Many times this cooperation is a sincere attempt to supplement the educational program. When the instrument or equipment which is loaned displays the make of the product or the name of the lender the primary motive must be considered to be advertising.

Problem F presents a case of blatant advertising which is complicated by unusual circumstances. The statement of the problem was as follows:

f. The President's speech is to be broadcast from Washington, D. C., over a nationwide radio hook-up. A local radio store offers to lend a receiving set to your school. The receiving set is to display this sign: "Zippo Radio—Loaned by Jones and Smith Company."

Table 16 presents the replies of the principals to the proposition given as test case F. About one-third (36 percent) voted to accept the offer of the radio set with its sign: "Zippo Radio—Loaned by Jones and Smith Company." Twenty-four percent of the principals would rent the radio if the advertisements were removed. Sixteen percent of the principals would reject the offer under all conditions. Twelve percent (129 principals) voted to refer the decision to the superintendent of schools.

Perhaps the complicating phase of Problem F was the fact that the address over the radio was to have been given by the President. This fact, with its many educational values, apparently outweighed the advertising dangers in the minds of one-third of the principals in this present study. Yet these principals would be exposing themselves to many future difficulties. On the occasion of the next important radio event there would be insistent offers—not only from the Zippo Radio dealer—but from those who sold Lippo, Nippo, Ripppo, and Flipppo radios. Upon what basis could a principal satisfy all of these demands for free advertising?

TABLE 16—PROBLEM F: FREE USE OF RADIO SETS WHEN ACCOMPANIED BY ADVERTISEMENTS

Answer	School Size			1083 Schools of All Sizes
	149 Schools over 1000	516 Schools 500-1000	418 Schools under 500	
(1)	(2)	(3)	(4)	(5)
Accept Offer as Given.....	33.6%	33.3%	40.0%	35.9%
Offer To Rent Radio without Ads.....	27.5	25.6	22.5	24.6
Reject Offer.....	24.8	15.3	14.1	16.2
Refer to Superintendent....	4.0	13.0	13.4	11.9
No Answer.....	7.4	6.4	5.7	6.3
Accept Offer with Reservations.....	2.7	6.4	4.3	5.1
Total Percent.....	100.0	100.0	100.0	100.0

Summary—Six problems or test cases, illustrating attempts by outside agencies to get into the schools, were placed before 1083 principals. The school executives were asked to study the problems and then indicate what they would do. If the answers given on the inquiry form were not the best, the person replying was asked to write in an answer.

The six propositions in the inquiry blank were representative of those which principals must face almost daily. Every problem contained an element of selfishness, or propaganda, or advertising, or other elements calling for farsighted decisions. Table 17 summarizes the percentages of the total group making each type of reply.

TABLE 17—PERCENT OF PRINCIPALS GIVING EACH TYPE OF REPLY TO THE SIX TEST CASES

Replies	Problem					
	A	B	C	D	E	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Refer to Superintendent.....	64.5%	56.5%	52.1%	54.2%	36.1%	11.9%
Reject Offer.....	29.4	10.5	38.4	31.2	13.1	16.1
Accept with Reservations.....	.7	7.3	1.6	.2	15.8	5.1
Accept Offer as Given.....	3.8	23.5	5.8	2.1	33.4	35.9
Other Answers.....	0.0	0.0	0.0	10.1	0.0	24.7
No Answers.....	1.6	2.1	2.0	2.1	1.6	6.3
Total Percent.....	100.0	100.0	100.0	100.0	100.0	100.0

Table 17 shows, in the cases of Problems A, C, and D, that over 85 percent of the principals would either reject the offers or refer the decisions to the superintendent. Evidently, a majority of those re-

porting have a very definite opinion as to how to deal with certain attempts to exploit the schools.

Problem B did not show the unanimity of opinion as noted for Problems A, C, and D. About 67 percent of the principals voted to reject the offer or to consult the superintendent. Almost one-fourth of those replying were willing to accept the proposed speaker on safety education. Is the so-called "safety work" in Problem B a more subtle kind of advertising than in Problem A? Is it less objectionable for a local merchant to appear in person before pupils than it is for him to send leaflets for distribution in the classroom? Should a principal know in advance what a speaker from outside of the school plans to say to an assembly of pupils?

Problem E showed a strong tendency for principals to accept health books in spite of the imprint of an insurance company. About 50 percent would reject the offer or call for the superintendent's advice, but one-third of the group accepted the offer without reservations. By accepting such an offer school executives admit that the schools are unable to purchase, or incompetent to prepare, comparable teaching materials. Also, accepting these so-called "health booklets" would encourage other manufacturers or propagandists to use the same device. The result is a deluge of "health" materials which may hinder rather than help the school's program of health instruction.

Problem F showed an even greater tendency for the principals to avoid the superintendent's advice. Only about one-third (28 percent) voted to refer the proposition to the superintendent or to reject the offer altogether. Approximately 60 percent were willing to accept the radio as offered or to rent the radio without the advertisement. Even the elimination of the advertising sign would not change the precedent of accepting loans of radio equipment. Also, the placing of a particular make of radio before a group of pupils may be objectionable if the competition between local radio dealers is particularly keen.

This section of the study contains a summary of the reactions of 1083 principals to six "typical" problems. The tables in this section indicate the principals' vote. The discussion has restated the data in several cases, given editorial comment, and raised pertinent questions.

CASES REPORTED BY THE PRINCIPALS

One section of the inquiry form sent out in this present study provided space for principals to describe various types of constructive and detrimental community contacts. A number of specific instances were reported. These cases were divided into two general types: (1) instances when the outside group came to the school authorities

with a proposition, and (2) occasions when the school authorities asked various individuals or groups for help.¹

Type 1—Usually, cases falling under the first general group are based upon selfish or doubtful educational motives. The cases reported ranged from brazen attempts to exploit the schools for advertising purposes to rather subtle combinations of service and selfishness. Several enlightening descriptions are given in this section.

Principals often disagree as to the "undesirable" elements in a particular community relation. The first statement below is by a principal in New York state. He is keenly interested in teaching thriftiness to his pupils. He wrote:

A local bank furnished us book covers free of charge, but with their name on the outside. There is nothing wrong in having children begin to think about banks and bank accounts, particularly a reputable local bank. A pool hall would be a different story.

Somewhat the opposite view on contacts with banks is shown by this statement from Pennsylvania:

A small local bank desired to send its representative to talk to the children on thrift and to distribute bank advertising literature. I refused to permit this, explaining that the public schools must not be put in the position of endorsing any specific bank or other money making organization. Shortly after, the bank failed.

Considerable ingenuity is shown by the following description of the activities of a book salesman:

A well-known book company sent a representative into my building offering some excellent work books free which help train children to use the company's encyclopedia. The superintendent had seen and approved the encyclopedias. Previously, this company had asked for the names and addresses of our sixth grade children for the purpose of selling in their homes. This was refused. However, the work-books looked good and the salesman was allowed to give the first lesson. At the close of the lesson each child was asked to write his name and address on his book so it would not be lost. Books were then collected by the agent (to be graded as a sample lesson to teachers) and the addresses of the children were taken from the covers. The school authorities had the books burned and sent a letter throughout the community warning the patrons. A letter of remonstrance over such methods was sent to the company.

Contests are a constant problem to school people. A few of the types are as follows: essay, oratorical, marble, airplane, and the collection of wrappers. Most of these contests could be held outside of school hours under the direction of the sponsor and the parents. It is easier, however, to label these events as "educational" and to use the school machinery to reach the maximum number of children. No doubt, many of these contests have some educational value but

¹One of the most complete discussions of the problem is given in the *Report of the Committee on Propaganda in the Schools*, National Education Association, 1929, 47 p.

school principals should give thoughtful attention to these questions: Does this contest open the way for many more of the same type? Are the results of this contest largely advertising or educational? Does the school make any educational contribution to the contest, or is it merely the machinery for carrying out someone's plans? That principals would not answer such questions alike is shown by the following three descriptions:

A. One of the city baking companies offered to give the schools in this city prizes of \$100. The prizes were to be given to the schools collecting the most bread wrappers. Purpose was to stimulate sales for their particular bakery. Our school refused because it was an advertising scheme. We believed that the school should not enter the contest because of the exploitation. There were several other bakeries in the city. When explained to the manager everything worked out nicely.

B. We entered an airplane competition sponsored by a local newspaper. This project, though organized by a newspaper, brought out many ideas from children. It made better use of their leisure time. There was no solicitation for the newspaper. All parts as published in the paper were sold to the children at cost. When principals are given greater freedom in their responsibilities, these problems work out much more satisfactorily. Freedom is challenging. The more a school uses other incentives than academic matter, the more the school makes up, becomes modern; e.g., children always benefit. Of course, all problems must have thought.

C. The local commercial club sought to promote an essay contest among school pupils on "Why the Chain Stores Are Detrimental to Community Welfare." The apparent purpose was to use the school as an agency against this type of competition which was making inroads in the community. The club offered to provide an abundance of reading material for use in preparing the essays. To keep this program out of the schools arrangements were made with the commercial club committee to have this essay contest promoted through the local merchants during the summer months when school was not in session. No reference was made to the contest in the public schools. Interest was created and stimulated by local advertising. The local commercial club found that the success of their plan was more far-reaching in accomplishing its purposes, because they had shouldered their own responsibility, and put over their program without using the schools as an advertising medium.

Gifts of many sorts are often donated to the schools. These include pictures, books, book covers, candy, phonographs, and various instructional materials. The alertness of principals to the "advertising" is shown by the following five statements:

A. Our local plant (makers of a nationally advertised drink) offered to give pictures of plants and animals to each class in school. We refused the offer because each picture advertised the drink by the picture of a small bottle in the corner. We are not advertising agencies and we do not want to encourage children to drink this beverage.

B. The merchants in our community center sent a "Santa Claus" over to our school last Christmas time with a candy cane and an advertising booklet for each child in the elementary department. We explained that we were not allowed to distribute advertising matter through the school. He apologized and left the

candy for the children insisting that as the children had seen him and as he had already given some away, the others should have some. The advertising matter was not distributed, but he was allowed to give candy to the smaller children. He was careful not to mention who had given the candy.

C. Advertising agency delivered to school a large quantity of book covers, well made, nicely decorated but an advertisement for an ice cream plant. I refused to accept the covers. The agent had to take them out of the school. The rules of our administration distinctly state the schools may not be used as an advertising medium. We did not get the covers and things went as usual.

D. An agent for a new candy firm offered to give each child a bar of candy. The purpose was absolutely advertising. I refused to allow the candy to be given the children in school explaining that we could not advertise any article through the schools. The agent accepted the decision and left.

E. The local flour mill of our city has offered booklets to the school telling the story of wheat. Advertisements were printed conspicuously over the booklets. Their offer was refused by me with reasons stated. Next year they presented booklets without the advertising.

Representatives of various commercial and philanthropic agencies attempt to place movie films or speakers before the pupils in the schools. Unless the principal requires a preview of the film or an outline of the talk he may be seriously embarrassed after the program has started. Apparently, in the following descriptions, a few principals are not aware of the potential difficulties involved in accepting "free" lectures. Other statements illustrate possible advantages to the school when the principal exacts rigid conformity to educational standards. For example:

A. A cooperative coal producers' organization, not representing any particular producer, offered to give an illustrated (movie) talk on the production of coal from earliest times to the present. This film was a very educational piece of work and the advertising involved was practically nil. I accepted the offer because of its educational value. The children got a great deal out of it. No specific coal company or brand of coal received any publicity.

B. A lecturer on "health," sponsored by some organization with a fine name, offered us a free speech. I checked up on him with the help of the local chamber of commerce. He left town.

C. A local dairy wanted to send a speaker to talk to the children on the value of milk in the diet. The purpose was I believe philanthropic, or at least for the interests of the milk business in general and not for this particular dairy. I arranged for the speaker to come with the exhibit of white rats and two reels of film. I insisted that no local dairy be mentioned in any way; made sure that there was no advertising on the posters or films. Both dairy and school were satisfied with the resulting interest in milk.

D. For several years the Blank Company has been sending a representative around showing a motion picture on "good teeth." He sends back to us enough samples of dental cream for each child in the building. He uses no advertising of any kind during the showing of the picture. His purpose, of course, is to advertise tooth paste. We feel that the children get much valuable help because of the advice on the care of the teeth, and the increase in dental work following these visits. We are glad to have it done.

Another type of exploitation is illustrated by the requests of various agencies for the help of children in selling tickets or soliciting money. By rights these agencies should "borrow" children directly from the parents. Because of the obvious difficulties they often try to enlist the school in the project so as to block possible parental objections. The following illustrations reveal some of the procedures employed.

A. A civic league planned an entertainment in which children of three schools were to take part. It was to be a "charity" entertainment, the money to be divided between the three schools. This event was planned for the schools without consulting the principals. It was learned also that at least four candidates for political office were to speak. Because the matter involved the people of the community and was under the guise of charity the principals hesitated to refuse. The matter was referred to the office of the superintendent and permission to use a school building was granted, but use of school children was refused.

B. A representative of a seed company offered us half of all proceeds from pupil sales. Pupils were to solicit their own families. A few did not. While we could use the money we dropped the practise this year because we could not control the soliciting and people in the community object.

C. A woman interested in pageantry appeared at our school to ask for children of grades V and VI in order that she might drill them in outside-school time for a pageant. The proceeds of which were to go to the local veterans' association. The request was refused when questions arose as to the supervision of pupils within the building, and regarding the percent of funds to be given to the lady herself.

D. The publicity committee of one of the local volunteer fire companies asked for assistance in giving a "home talent" show. They wanted a number of pupils to be trained for some dances by the teachers. They also asked us to sell tickets. Instead, we gave lists of names of pupils who might like to be in the show. One of the teachers offered her services in teaching the dances. The school was opened for rehearsals, announcement of the entertainment was made in the daily bulletin, but no tickets were sold at school.

Type II—The preceding section has given illustrations of the type of propositions laid before school authorities by various outside agencies. Although there are exceptions, many of the propositions under Type I are motivated by selfish interests rather than by any altruistic desire to help children.

Type II includes the cases where school executives go out to various non-school agencies and ask for help. Perhaps there are occasions when the school authorities appear to have narrow and selfish purposes. However, most of these requests arise from genuine educational needs. When help is forthcoming under these circumstances the school is usually in position to guide the activity in accordance with well-established educational standards.

The first statement illustrates how a principal enlisted community interest in planning a school building:

The board of education planned a new school building. I was anxious that it should meet the needs of the district. For many weeks groups from the parent-teacher association met to discuss the plans. These groups included architects, builders, and engineers. They made a careful survey of needs. They met with the city superintendent, the board, and the school architect. They also planned the yard and did much of the work. I sought this help because of the failures in building programs in other parts of the city. The results were splendid.

The second statement describes how nuisances were eliminated from the vicinity of two schools:

A. I discovered that some of the school children were frequenting a confectioner's in the neighborhood. The great attraction was a slot machine on which the children gambled. The police, as a result of some court injunction, were powerless. I called in the parents, both members and non-members of the parents' association, to a meeting in the school. I presented the case and suggested that public pressure might be brought to bear on the store-keeper. A committee of parents visited him and threatened him with boycott if he persisted in keeping the gambling device. The machine was removed.

B. This school lies in a region which was almost surrounded, ten years ago, by city dumps. These great holes were being slowly filled up but still bred thousands of rats. Boys constantly went to this dump on "hunting" expeditions and girls were frightened. All organizations seemed powerless to stop this nuisance and danger—until the Woman's City Club answered my appeal by drastic measures. The rats were soon exterminated and constant watchfulness prevented a return of the trouble. This campaign made the neighborhood safer and more sanitary.

The third illustration shows how outside agencies can help to keep children healthy and in school:

We have many undernourished children in school, mostly Mexicans. We furnish a mid-morning lunch of crackers and milk to those who need it and who cannot pay. The local veterans' association have made this their project at our suggestion. This year they gave a show, movies and vaudeville, at the local theater and cleared nearly \$190 which they donated to the school milk fund. The teachers bought tickets, but did not help otherwise.

The fourth statement tells how outside agencies may contribute to the course of study:

The superintendent of schools wished to have our school study in detail a workable plan for teaching safety in the different elementary schools of our city. Aid in this project was sought first from the public library, and quantities of valuable material were forthcoming. Through a national safety agency we were put in touch with the safety experts connected with several of the local industries who assisted greatly by contributing posters, and giving talks in our school assemblies. The chamber of commerce gave us the benefit of their influence, and considerable newspaper publicity had been given to the movement in the schools. As a result of our efforts and the valuable cooperation received a plan was worked out and passed on to the other schools of the city which has been quite generally followed. We feel that pupils are being made more careful and more safety conscious through this type of teaching.

Cooperation in beautifying a community is shown by the fifth description:

Our school, situated in the negro district, decided to assist the community council and urban league in beautifying the environment by planting flowers and shrubs. The playground engineer was called in to help in plowing the ground. Our classes did the planting. The governor's sister supplied seeds, and other individuals donated plants. In addition, thirty-five families were sufficiently enthusiastic to build window boxes to carry the project into their homes. More than an equal number have signed up for a "Better Homes" class next fall.

The sixth presentation includes two statements on the extension of library services. In both cases the schools and non-school groups cooperated in enriching community life:

A. The taxpayers' association, the volunteer fire department, the police department, the parent-teacher association, and the school all cooperated in securing a branch library in our school building. We are outside the nearby large city and had no library facilities. By a joint agreement of the board of education and the town board we were granted \$3,000 this year to establish a branch library under the nearby town library. We are now issuing about 400 books per week to adolescent people in the community which is 80 percent foreign.

B. There had been several attempts to start a branch library in the community, but all had failed. I enlisted the help of the parent-teacher association in applying to the main public library for a branch library on the school grounds under the care of the members of the P. T. A. At first different members acted as librarians, each for a period of several weeks, all without recompense. At last it was decided to let one woman who seemed particularly capable take complete charge, and pay her a small sum. She has built the circulation from 300 books per month to over 2200 books. The library is open now three afternoons and three evenings a week, whereas it started with one afternoon from two to five o'clock.

Elsewhere in this yearbook are to be found further descriptions of types of cooperation between schools and non-educational agencies. Some of these accounts illustrate the dangers and advantages of Type I. Many of the illustrations show the usefulness of Type II. Because of the mixed motives of the sponsors of various so-called educational activities principals should anticipate any criticisms of the school's participation.

CONCLUSIONS AND RECOMMENDATIONS

The data submitted by 1083 principals of elementary schools brings out rather clearly certain general conclusions:

- (1) Many contacts exist between the schools and various non-school or outside agencies.
- (2) A number of these contacts are advantageous to the school's program and supplementary to the education of children.
- (3) Practically all outside contacts are associated with genuine dangers and sources of criticism.
- (4) In many instances the danger of the outside agency's plan lies not in the proposed device itself, but in such associated factors as: (a) the misuse of

school time, (b) the exploitation of minors, and (c) the use of the school's equipment and personnel for private gain.

(5) It is practically impossible to decide the merits of many local contacts on a national basis, or to give a general rule to cover all possible local conditions.

(6) A major responsibility rests upon each principal to utilize the desirable community contacts and to safeguard the community's children from selfish motives.

What can be done about Type I propositions?—The discussion above has defined Type I proposals as those which originate with the outside individual or group and are placed before the school authorities. The replies to the questionnaires suggest several possible solutions. Perhaps in some communities these devices should be used singly or in combination.

(1) *Public opinion*—One principal said that school authorities should encourage public opinion to condemn all efforts of non-school groups to establish contacts with the schools. While public support is useful in many specific instances, a "blanket" device of this type might prevent school authorities from utilizing their best professional judgments.

(2) *Laws and board rules*—Specific laws in some states forbid advertising and propaganda in the schools. Local board rules frequently forbid advertising. If these laws and rules are stated in general terms they usually give the educator sufficient support. There is always a danger, however, that a general device of this type may hinder the professional efforts of the school authorities and the local board.

(3) *Refer to the superintendent*—Local board rules often require that proposals by outside agencies shall be submitted to the superintendent for approval. In a number of the "test cases" discussed above a majority of the principals voted to seek the superintendent's advice. Several reasons support this practise: (1) contacts with outside agencies may affect the whole school system, and (2) the central office is often in better position to investigate the proposal. At the same time, referring all such matters to the central office may deprive the principal of opportunities to exercise his judgment, to meet local crises, and to direct the learning environment of his school.

(4) *Reject all offers*—A number of the principals in this study were inclined to reject all offers from the outside. Such a position is recommended only by its ease of administration. It should be relatively easy to form the habit of saying, "No!" The viewpoint ignores the community contacts which exist anyway and it carelessly wastes many worthwhile educational aids.

(5) *Negotiate for satisfactory terms*—In the test cases of the present study several principals indicated considerable ingenuity in negotiating for favorable conditions. These educators would accept

practically all outside contacts if they could eliminate or minimize the undesirable features. Undoubtedly, this is the procedure under which many principals are operating. The greatest weakness is that each principal would be forced to depend upon his own experiences and knowledge.

(6) *Reviewing committee*—One principal reported that in his city a committee of principals recommended to the superintendent the basis upon which community contacts should be approved. All decisions then are made at the superintendent's office with the help of the standards proposed by the principals.

Another possible plan would be to have the superintendent's office submit all non-school proposals to the local principal's club for appropriate action.

A third plan is to organize a committee consisting of the assistant superintendent, two principals, and two teachers. This small group could consider all community relationships from the angles of policy, administration, and instruction.

Type II—Community contacts which originate with the school authorities and then enlist outside aid are more easily controlled. Certain general tentative principles of action may be stated as follows:

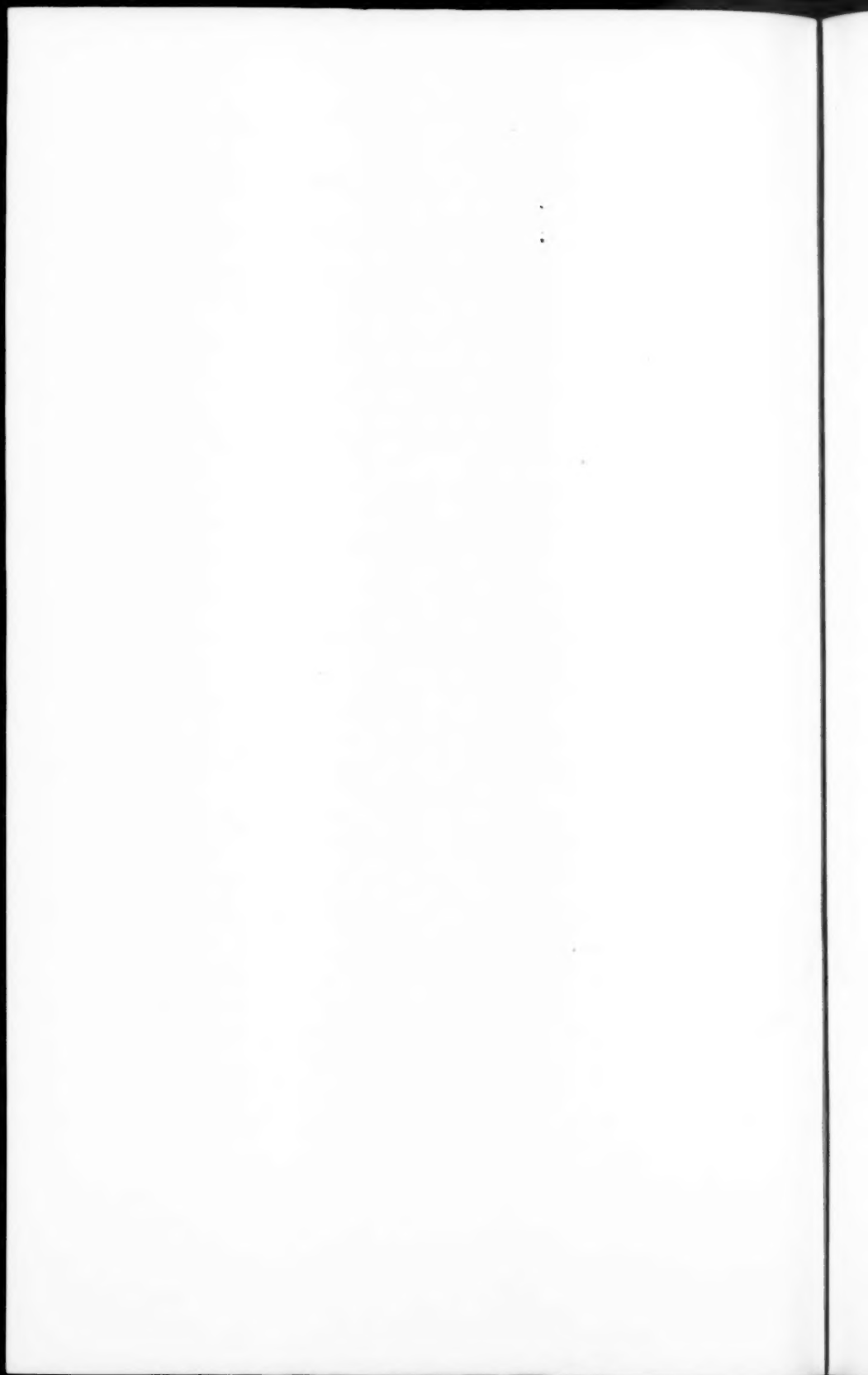
(1) *Superintendent's approval*—Contacts established by the individual schools should be in general conformity with the policies of the superintendent and the school board. When doubt exists in the mind of the principal, he would do well to consult the superintendent before establishing the contact.

(2) *Freedom of action*—Within the limits of general policy the superintendent is wise to allow the principals considerable right of initiative. Both as an administrator and as a supervisor the principal should be free to adjust, to supplement, and to reorganize the learning environment of children. Principals learn how to make these adjustments by exercising authority and by profiting from experiences.

The purpose of this present study has been to reveal the extent and the nature of school-community contacts. An effort has been made to point out the dangers as well as the advantages of such relationship. No attempt has been made to formulate a final code of rules. The need is not so much for national rules as it is for alertness to the problem, careful surveys, and the formulation of local policies. In meeting these needs local principals' clubs should carry important responsibilities. As an aid in these local investigations a selected bibliography is included at the end of this report.

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CHAPTER III
SURVEYS OF THE COMMUNITY
SOME UNORGANIZED INFLUENCES
A COMMUNITY SURVEY TECHNIC
COMMUNITY ANALYSIS AND ORGANIZATION
COMMUNITY CONTACTS IN MICHIGAN

EDITORIAL COMMENT ON CHAPTER III

Chapter III suggests ways in which the principal may examine and understand his community. The first articles show how a principal, through personal interviews and case studies, discovered the unorganized community influences which affect children. A second contribution gives a rather detailed survey, the results of which were used in adjusting the parent-teacher work to the community. The use of data as to the intelligence of the pupils and the occupations of the parents is shown in an article. The fourth contribution to the chapter is a brief survey of typical contacts in Michigan.

What are some of the devices commonly used in studying a community? The principal may *observe* the people and organizations. He may *interview* the older residents, parents, and local leaders. He may join and *participate* in various community clubs or projects. He may send out *questionnaires* to the adults of the district. He may invite the adults or a selected group to *visit* the school. He may *study* the city's history, the chamber of commerce reports, and the municipal documents. He may *cooperate* with the police departments and bureaus of governmental control. He may *examine* children and from the all-important case history derive certain generalizations.

Recent studies show that local areas or districts within cities vary greatly as to the types and extent of juvenile delinquency. Both communities with high rates of delinquency and those with low rates have certain constructive and negative influences. Among the major constructive forces are the home, the church, and the school. Districts where the amount of misconduct is low are the areas where the constructive forces are highly effective. This fact places upon principals the obligation to discover and to suppress or to control the forces of the district which are destructive to educational effort.

The bibliography at the end of the chapter lists several publications which should be helpful in the community surveys of elementary school principals.—*Editorial Committee*.

CHAPTER III

SURVEYS OF THE COMMUNITY

SOME UNORGANIZED INFLUENCES

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THE PRESENT PAPER will present briefly some of the elements which constantly influence the child in the many hours that he is not under school control. It must be remembered that out of the 365 days of the year, at least 172 days are non-school days and that in the remaining 193 days the child is under school influences only five hours out of twenty-four.¹ Such facts indicate the overwhelming amount of time when not only the organized agencies, but particularly the casual elements, are surrounding the child with their influences.

The interest of the writer was first drawn to the unorganized influences in his regular work of handling problem cases at his school. Investigation of maladjusted children has disclosed such unexpected elements that the conviction has grown that more attention and research must be given in the future to such influences.

Sources of data—The writer obtained his facts in two ways: (1) from the study of problem cases in his school, and (2) through personal interviews with 84 pupils of the 6-A grade.

Lest the material be misinterpreted, it should be stated that approximately 79 percent of the membership of the school is of Italian immigrant parentage. The economic status of these families is definitely of the lower, unskilled working classes. Poverty is general and a large number of the children may be properly classed as underprivileged. Such pupils are less likely to come under the influences of the organized social agencies such as the church, the Boy Scout groups, the Camp Fire Girls, and similar organizations. It is for this reason that organized elements are obviously potent in their effects.

Boys' gangs—The outstanding fact discovered in the examination of 46 boys was that practically all were influenced by some kind of club or gang. Usually it was only a group of boys banded together largely for play and adventure purposes. These so-called clubs fell into two types:

First, those few clubs which met semi-regularly at the homes of the various members and which were under the observation of some parent. As far as the writer could discover there were no definite

¹The figures are for the Chicago school system which has a school year of 200 days, minus certain legal holidays.

plans or objectives in the minds of the group organizers other than the social gang-impulse to get together. In this type of club a few boys reported definite plans to play certain games. In one case, at least, there was the purpose of raising money in connection with charity work of the school. Otherwise, the activities of such club groups consisted of meeting and then going out upon the street to play, to sneak into a movie without paying, and during vacation time to get into a baseball game without a ticket. While clubs of this kind do not seem to have effects which are measurable, yet there can be no doubt that the intangible attitudes and standards are influenced. Each of these boys brings to the group peculiar ideas which he has gathered in his associations, and thereby affects for good or evil all the others of his club or gang.

The second type of club of boys is more nearly the true gang activity. The very places that these gatherings are held is an indication of their nature and possible influences. My investigation showed such places as a neglected shed in an alley, an unused garage, a vestibule of an old deserted church, and in one case, a coal-shed under a sidewalk, which was entered by the boys through the upper coal hole. It was interesting to note that the thing that was of greatest appeal to the boys who were members of this type of club, was the mysterious possibilities of adventure in the dark out-of-the-way places, secret entrances, and silent exits. The ease with which this type of club falls into law-breaking activities can easily be imagined.

Candy store—Another gathering place, strong in its influence upon the elementary school child, was the neighborhood candy store. Practically all the boys admitted that they liked to hang around such places. Here they satisfied, as far as their means allowed, their hunger for sweets, cheap toys, and possibly food in the form of the "hot-dog." Even more thrilling was the exchange of stories of tricks played upon passing peddlers, of success in pilfering from department store tables, and of the pestering of unpopular residents of the neighborhood. Almost always in connection with such places there was the possibility of meeting with and getting pointers from the bigger boys who might have been more successful in the activities described.

Grocery store—The grocery store affords another place of assembly. It is only slightly less popular among the boys than the sweet-shop. The store presents an attraction in the form of an occasional chance for work. The boy is sent by the grocer to deliver some of his goods. He is asked to help in the washing of the windows, or to unpack the wares. All of this has a special appeal to the boy because it partakes of the activity of the adult and by participating in it he satisfies his ever-present desire to be a man. The work in itself may have a very beneficent effect on the boy. It may lead to a desire

to be employed, a desire to help the family, and possibly an ambition to become a storekeeper and a respectable citizen. Unfortunately, some of the "hangers-on" in the grocery store are not always of the highest citizen type and may, therefore, encourage very undesirable ambitions and ideals.

Garages—The more dangerous rendezvous of the boy group is the neighborhood public garage or repair shop. It is, of course, well-known that the automobile, or any other mechanical form of fast transportation, has a special attraction to the boy. He is inevitably drawn to the place where these are handled, repaired, and discussed. The men who are skilled with automobiles consequently acquire for the boy a glamour which may lead to a desire to participate in such activities, and later to become a leader in them. Here, as in the case of the grocery, there is the possibility that the boy will become ambitious to be an honest and decent worker in the field. The greater likelihood is that he will be influenced by the "hanger-on" of such places who, in the neighborhood under discussion, pursues a questionable vocation and uses vile language. Such social acquisitions are far from the ideal ones with which we would like our boys to have contact.

In connection with the secret club activities of the boys, it is notable that only one case had anything of the sex irregularity element. In fact the boys of this age (6th grade level) seem to be very little moved by interest along sex lines. The case above mentioned was not of the 6th grade group, but was a problem case that involved two boys both definitely subnormal and from especially bad home surroundings.

Around the railroad tracks—Aside from the elements thus far mentioned which are made more or less possible by the gregarious impulse, there are influences which may be said to have more of the individual appeal. For instance, many of the boys admitted their fondness for free trips on the elevated railroad in our city. They would discover some accessible point through which they might reach the loading platform without going through the formality of paying the fare at the cashier's turnstile. This stunt held a special appeal to most of the boys because it involved a double danger; first, that of being caught, and second, that of difficulty, such as climbing over high fences, jumping from roofs, and other dangerous acts.

A number of the boys interviewed related their experience around railroad tracks and took some pride in the fact that they succeeded again and again in getting coal from that source to bring home to their mothers. The thing worthwhile noting here is, that this is only another evidence of the influences which poverty at home may exert upon the child's attitude and the activities into which it may lead him.

Street trades—In the larger cities there are the attractions of the newspaper vending agencies. The two morning papers of our city put out upon the streets in the evening early editions of the following day's paper. These editions require expeditious delivering and are usually centered at busy crossing corners, in the neighborhood of theatres, and other places where there is heavy pedestrian and automobile traffic. Many of the school boys are led to hang around such corners to help sell or to handle these early edition papers. In many cases these youngsters stay up until very late hours so that they come to school on the following day tired and sleepy. The more important facts of this activity are the contacts which the boy makes here. He is likely to meet and see the racketeer, the cheap hoodlum, and the potential criminal, and often is the observer of some criminal or tragic act.¹

Boys' heroes—Popular heroes of various kinds are always potent influences in the lives of boys of the elementary school age. The writer's inquiry showed that the well-known baseball heroes are the boyhood idols of today, although other national heroes might win temporary prominence. However, an even more constant influence is that exerted by the outstanding figures of the local community. Unfortunately, in the district under discussion, such figures are not of the highest order. The local successful racketeer or ward politician is mentioned by a number of the pupils as the one they had in mind as worthy of emulation.

Girls' clubs—With the girls the home and church influences took up so much of the day's time that there was comparatively little left in which unorganized agencies might exert their effects. Yet, the "gregarious instinct" led the girls to form into small groups. Aside from membership in the Camp Fire Girls and the Girl Scouts about half the girls were members of what they called clubs. These groups usually consisted of four or five girls meeting in the homes of their respective parents.

One such club, consisting of colored girls, had a definite program. It was called the "Girls' Safety Club," and the members had done something toward protecting the smaller children from traffic dangers.

Another club of fourteen girls met for the purpose of having parties and going to the movies. It was among the girls that the various radio clubs for children showed their influences. Practically all the girls had become members of such organizations as the "Wide Awake Club" or "Uncle Bob's Helpers," through which our newspaper radio

¹Some years ago one of the problem cases handled in this school told with pride that he was at the side of the man who was shot down on a street corner in a gangster feud.

stations appeal to children. No doubt the daily broadcast of those groups had considerable effect on the girls.

The more informal gatherings of the girls were in two places: the candy store and the library. The library (including church libraries, Italian settlement libraries, and the public library branch) seems to appeal to practically all the girls.

The movies—Perhaps the most potent unorganized influences for the girls were the movies. It will be noted that the discussion of the boys did not include the movies. The boys attended movies infrequently, and although affected occasionally by a picture, there was no general interest in the movies or in any of the prominent figures in the movie world. It would seem that the moving picture show for the boy of this age level, is merely the interest of a short period of amusement to be forgotten when the theatre is left behind.

With the girls the movie appears to be a very potent agency. Practically every girl interviewed had as her life ideal one or two of the feminine movie stars. Judging from the favorites selected, the romantic element was the uppermost one in the minds of the girls. How great an influence the movies actually exert upon these impressionable youngsters is one that should be thoroughly studied and reported upon. There is, apparently, one effect upon the girls who constantly visit the movies that should be mentioned. This fact came out only through the study of special problem cases several years ago. Girls of low intelligence, who mature at a very early age and are not under strict home control, often get into the habit of picking up boys with unfortunate, if not tragic, consequences.

Other attractions for girls—A number of girls in the elementary school are influenced by older girls who are beyond the school age. When the older girls display finery and cosmetics the younger girls are impressed by such "wonderful" persons. Surely these "peacocks" have nothing but joy and happiness in their lives, and so the younger girls sometimes welcome the chance to join in the adventures of "pick-ups" in automobiles. The encouraging thing of the interviews was that a relatively small percent of the younger girls had participated in these escapades.

The department store, with its attractively displayed wares, seemed to have a great influence on the girls. Two frankly confessed that they had helped themselves to some trinkets when the clerks were not looking. How many of the others had done so without confessing is hard to say. The chances are that this particular influence has been limited. A more disturbing effect is that department stores often attract some of these girls into going to work at an early age. Quite a number of the young elementary school girls declared that they might desire to get jobs as clerks.

On the whole, however, the elementary school girls do not present any serious problem in relation to the unorganized elements in their community. Certainly, their problems are not nearly so pressing as are the unorganized influences among the boys.

Conclusion—It has not been the intention of this paper to make interpretations of the facts presented or to prescribe remedial measures. The writer intended only to state the facts discovered, but several conclusions seem so clear that he cannot refrain from recording them.

The task of counteracting the destructive unorganized influences in the few hours of school time is a herculean one. The remarkable thing is that so large a majority of our pupils come through as well-behaved, well-meaning individuals, no doubt partly as the result of school influence. Two main avenues of avoiding the undesirable effects of the unorganized elements upon the school children lie open: first, removing the offending elements (hardly possible); second, increasing in some organized fashion the positive influences of school, not alone on the child, but on his parents and the neighborhood.

FRANKLIN'S BIRTHDAY on January 17 provides a very suitable time for open-house week. We have found that parents do not visit school unless a special invitation is given them. The few times parents visit school is usually when a special extra-curriculum type of activity is going on, such as a football game or an auditorium program. What we want them to see is the regular everyday work as well as the special or "showy" activity.—Arvin N. Donner, Chapter VII.

A COMMUNITY SURVEY TECHNIC¹

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AN EDUCATIONAL PROGRAM can advance only as the attitudes and values held by the community progress. Consequently, it is of the utmost importance that those who are responsible for the formulating and administering of any educational program, whether for the youth or the adult in a community, should have an objective comprehension of the shortages and resources of that community. Only so can any educational social agency do effective work.

Outline of a community survey—The purpose of this article is to summarize the procedures and outcomes of a study of a community² of about seven thousand people. The purpose of the survey was to discover the shortages and resources for local parent education. Data were obtained by personal observation in the town, interviews with laymen and educators,³ and an examination of various local records.⁴

For the purpose of this investigation the four composite neighborhoods⁵ of the community will be designated as follows: (1) *Hill*, (2) *West Side*, (3) *Village*, and (4) *Marginal*.⁶ (See map).⁷ The conditioning factors, geographic and societal, may be summarized as follows:

I. Geographic

A. Nationalities: (No statistics; facts determined by contacts and inquiry).

1. *Hill*: Preponderantly American parentage.
2. *West Side*: Preponderantly American born.
3. *Village*: Foreign parentage, and foreign born (Italian, Irish, and German).
4. *Marginal*:
 - a. East side: Foreign born, and foreign parentage (Irish and German).
 - b. West side: American parentage.

¹The writer acknowledges the assistance of Dr. H. Kulp, II, of Teachers College, Columbia University, New York, N. Y.

²Defined by Dr. Kulp as: "Area of adequacy of secondary contacts for a maximum number of people."

³Including school superintendent, high-school principal, chairman of town planning committee, borough clerk, borough engineer, realtor, public health nurse, and county probation officer.

⁴Records of both public and parochial schools.

⁵Defined by Dr. Kulp as: "Area of gossip control on an intimate basis and area of face to face or primary contacts."

⁶Defined by Dr. Kulp as: "Area politically within the community, but many maintenance satisfactions met elsewhere."

⁷This map merely illustrates the possibility of graphic representation in connection with district surveys.

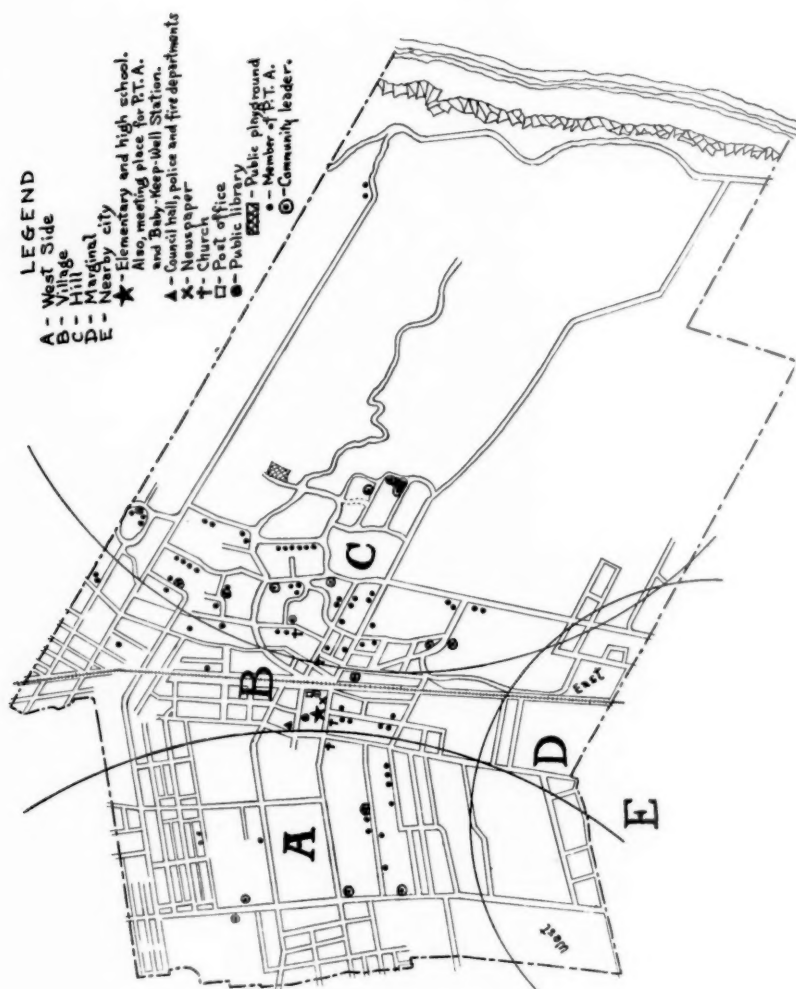


Figure 1—Survey Map To Illustrate the Possibilities of Graphic Representations of Data

B. Topography: (No map available; facts determined by observation and experience).

1. *Hill*: Surface rolling, soil productive, drainage excellent, and elevation high.
2. *West Side*: Low grades, soil productive, drainage good, and elevation slight.
3. *Village*: Surface flat, soil good, partly filled in swamp land, underground stream, and springs.
4. *Marginal*:
 - a. East side: Similar to *Village*.
 - b. West side: Similar to *Hill*.

II. Societal

A. Economic

1. *Hill*:
 - a. Land value \$60-\$80 per front foot.
 - b. High economic status.
 - c. Home owners, lawyers, doctors, bankers, brokers, executives, and entrepreneurs.
2. *West Side*:
 - a. Land values \$45-\$70 per front foot.
 - b. Home owners, business men, clerks, teachers, and contractors.
3. *Village*:
 - a. Land values \$35-\$50 per front foot in residence areas.
 - b. Home owners, plumbers, masons, truck-drivers, small contractors, small shopkeepers, and day laborers.
4. *Marginal*:
 - a. East side:
 1. Land values \$40 per front foot.
 2. Residents similar to *Village*.
 - b. West side:
 1. Land values \$70-\$80 per front foot.
 2. Home owners, entrepreneurs, and lawyers.

B. Attitudes

1. Place consciousness:
 - a. School boys dispute whether the *Hill* or the *West Side* superior place to live.
 - b. Feuds between *Village* boys and *Hill* boys.
 - c. The *West Side* consciousness exploited by politicians; e.g., When new school site on *Hill* to be voted upon, site on *West Side* included on ballot.
 - d. Recognition of *West Side* leaders and workers desirable in planning program.
 - e. The *Village* folk think *Hill* folk wealthy and privileged. They fear anything being put over on them.
2. Public service:
 - a. Episcopal and Presbyterian Churches used for meeting places for community projects such as: women's clubs, men's clubs, Boy Scouts, children's dancing class, and two public school classes.
3. Charity:
 - a. The *Hill* loath to use Baby Keep-Well Station for fear of loss of status.
4. Isolation:
 - a. The *Marginal* (East Side), except for school attendance and

- voting, seeks satisfactions in the adjoining section of the City of E.
- b. The *Marginal* (West Side), except for voting, residence, and sports, seeks satisfactions in adjoining city and elsewhere.
- C. Values (A suggestive list only).
1. The *Hill* and *West Side* (Slight social distance, homogeneous in values).
 - a. Protestantism
 - b. Community improvement
 - c. Higher education
 - d. Small families
 - e. Physical health of children (universal)
 - f. Mental and emotional health of children (Limited value)
 - g. Public elementary school
 - h. Public high school
 - i. Health education
 - j. Education for parenthood (Limited value)
 - k. Recreation
 - l. Esthetics, arts, gardens, lawns (*Hill* especially)
 - m. Citizenship.
 - n. Private schools (day, boarding, and college)
 2. The *Village* (Great social distance from the *Hill* especially).
 - a. Catholicism
 - b. Continuity of traditions
 - c. Wages of children
 - d. Large families (Taboo on birth control)
 - e. Physical health of children
 - f. Public elementary school
 - g. Public high school (Limited)
 - h. Health education
 - i. Sex education (Taboo)
 - j. Recreation
 - k. Movies
 - l. Citizenship
 3. The *Marginal*
 - a. East Side: Similar to *Village*.
 - b. West Side: Similar to *Hill* in a, c, d, e, f, g, k, and n.
- D. Wishes
1. *Hill*
 - a. Security and response:
 1. Homes and families
 2. Religious affiliations
 - b. New experience and recognition:
 1. Initiative
 2. Leadership in community projects
 - c. Status: Private schools for children
 2. *West Side*
 - a. Security and response:
 1. Homes and families
 2. Religious affiliations
 3. Jealousy of *Hill*
 - b. New experience and recognition:
 1. Cooperation with *Hill*
 - c. Status:
 1. Advanced education of children

3. *Village*

a. Security and response:

1. Homes and families
2. Suspicious of innovations (afraid something is going to be put over on them)
3. Catholicism and tradition

b. New experience:

1. Movies
2. Parent-teacher association (first four Italian mothers who joined said "Now we will have another place to go")

4. *Marginal*a. East Side: Similar to *Village*

b. West Side:

1. Security and response: Homes and families
2. New experience and recognition: Travel and patronage of city recreations
3. Status: Expensive educations for children

E. Juvenile Delinquency 1923-1928¹

1. Assault (Example: boy, 15 years, 80 I. Q., Italian, spring 1927, before court).
2. Theft (Example: girl, high-school, American, 1927, suspended from school, not before court).
3. Petty misdemeanors (Example: boy, 14 years, subnormal, Jewish, 1928, not before court).
4. Delinquency (Example: girl, 15 years, 6th grade, Italian, 1926, not before court).

F. Technological

1. Language

- a. *Hill*: English (literate)
- b. *West Side*: English (literate)
- c. *Village*: Italian (many illiterate in English), Irish, and German

2. Implements

a. For primary contacts (mobility)

1. *Hill*: Great mobility (permits use of schools and service areas in distant communities); private cars, taxis, trolleys, trains, and bus.
2. *West Side*: Mobility a little less than *Hill*. Somewhat fewer and cheaper cars. Also use trolley, train, bus, and taxis.
3. *Village*: Mobility least. Use a few cheap automobiles, trolley, bus, and train.

4. *Marginal*:

- a. East Side: Similar to *Village*.
- b. West Side: *Hill* to "nth" degree.

b. For secondary contacts

¹Special class formed fall, 1927. Subnormal children previously had no specially adapted training. No school psychiatrist to aid pupils in making emotional adjustments. Theft (No. 2 above) might have been prevented. Had the "wayward" girl (No. 4 above) had sex education and special training, she might not have had to be a "child" bride. If the "community consciousness" had been enlightened a "child" marriage would not have been tolerated as a solution.

1. *Hill*: General and various; books, radio, and 59 percent of total number of telephones listed (inclusive of *East Marginal* neighborhood).
 2. *West Side*: General, but not as inclusively comprehensive in number of kinds to a family. Including *West Marginal* neighborhood, 28 percent of total number of telephones.
 3. *Village*: Few secondary contacts; 13 percent of total number of telephones (business and residential).
 4. *Marginal*:
 - a. East Side: Relatively few secondary contacts.
 - b. West Side: Similar to *Hill*.
 5. General: Local and county newspapers.
3. Political
- a. Four voting districts:
 1. Population of 1825 persons.
 2. Population of 1625 persons.
 3. Population of 1825 persons.
 4. Population of 1500 persons.
 - b. It is apparent from a study of neighborhood map that the *Hill* and *West Side* are each divided into two voting districts. Each of the four political districts contains a part of the village.
- G. Leaders (Community) (see map)¹
1. Leaders (Male)
 - a. Mayor
 - b. Police commissioner
 - c. Determiner of school board policies
 - d. Leaders in Republican politics
 - e. Leaders in Democratic politics
 - f. President of chamber of commerce
 - g. Chairman, town plan committee
 - h. Leader in formulating public opinion on matters of civic importance.
 2. Leaders (Female)
 - a. Borough "poor mistress" and Republican politician
 - b. President, Women's Republican Club
 - c. Leader and organizer of Italian women (Republican politician)
 - d. Local chairman, anti-tuberculosis committee
 - e. Local chairman, Red Cross association
 - f. President, Woman's Club
 - g. High-school dean of girls, and chairman, program committee of P. T. A.
 - h. President, local P. T. A.
 - i. Public health nurse
- H. Social Agencies (See map)
1. Public elementary school (approximately 600 pupils)
 2. Parochial elementary school (125 local pupils)

¹The *Hill* neighborhood contributes about 63 percent of total leadership, about 40 percent of which is feminine. On *West Side* 20 percent of the leadership is feminine.

Male leader indicated in village—not villager, resides at Inn, formerly *West Side*. The *Village* lacks leadership and is a field of controversy in crisis situations.

3. High school, 153 local pupils (30 percent of total registration)
4. Board of education
5. Board of health
6. Police department
7. Fire department
8. Newspaper
9. Baby Keep-Well Station
10. Parent-Teacher Association
11. Library
12. Park (School athletic field)
13. Private golf club
14. Churches
15. Movies
16. Hospital auxiliary

Outcomes of the survey—As a result of the survey, changes were made in the character of the programs of the parent-teacher association, and a definite effort was made to extend the size and the range of the intentional group to include representatives of the several economic and social groups having the "physical health" and the "education of children" as common values. (See: II, C, 1 and 2 of summarized outline above.)

Topics chosen for consideration were varied and were discussed in non-technical language (See: I, A). Values and stereotypes, such as "infants," "pre-school child," "well-rounded personality," "education for parenthood," which permit of identification, were introduced in new situations to effect new attitudes. During "Book Week" the Association cooperated with the library. (See: II, H of outline.)

Social hours following lectures, opportunities to ask questions, and a card party and informal dance met the wish for personal response. (See: II, D.)

Because the community is an association of groups which direct community policy, it is necessary that intercommunication of activities and objectives among the groups should be continuous. The following persons and social agencies, because of their "rapport" with the Association and their positions of prestige within groups, were used for publicity purposes in the community: (See: II, G, 2).

1. The social service nurse (who is also school nurse) has entree into homes in various neighborhoods. Physical health of children is a universal "value" in the community. (See II, C, 1, 2, and 3). She used an old value and the wish for personal response to stimulate an attitude of interest in the Association. The Association cooperated with the nurse and the Board of Health on a diphtheria antitoxin campaign. Movies were also used in this campaign. (See: II, H).

2. The political worker among the Italian women was made a member of the membership committee of the P. T. A. She introduced the value "citizenship" in a new relationship.

3. An Italian mother, organizer of "The Good Will Social Club" (a group of Italian women), was made a member of the membership committee. She used

the wish for "personal response," for "recognition," and for "a new experience" to stimulate interest in the Association.

4. The president of the Association and the chairman of the program committee gave informal talks to "The Good Will Social Club" to meet the wish for "personal response" and "recognition." As a result of 1, 2, 3, and 4 and the appointment of residents of the *West Side* to chairmanships of and memberships on committees (See: II, A, B, C, and D), within six months the membership of the Association increased and became more heterogeneous, and the attendance double.

5. Notices of meetings were announced by the Woman's Club and the five local churches. (See: II, H).

As the printed word carries with it a connotation of authority and exercises great influence in shaping policies, regular use was made of the local and county papers. (See: II, H). Since adult education has news value because it challenges the traditional opinion that education ceases when one leaves school, the editors signified an interest in the activities of the Association and a desire to cooperate by putting them before the public. The county paper sent a reporter to the meetings. A tentative analysis of a questionnaire submitted to the members was made to determine which form of publicity acted most constantly upon the attention of the members. It appeared that announcements and reports of meetings in the local paper were the most potent form of publicity.

The survey served to direct attention to the disproportionately few high-school pupils from the *Village*. (See II, H, 1, 2, and 3). It raised three questions: (a) Is it socially desirable that a greater number of these children should continue their education beyond elementary school? (b) If so, what type of education should be offered them? (c) How can economic obstacles and parental attitudes be overcome? (See: II, C, 2). In response to these queries the parent-teacher program for the year included: (a) A lecture on a vocational school for the "hand-minded" in our county; (b) the initiation of a student aid fund; (c) a survey, in the form of a questionnaire, to determine the need for a night-school, which was finally established and is well-attended. The last activity was carried on after the approval of the local board of education had been obtained. (See: II, H).

Many other leads arising out of the survey, besides those presented in this paper, might have been developed to the advantage of the parent-teacher association and the community. This study is merely suggestive. It has opened up for further and more exact analysis several categories pertinent to the field of parent education. One field of investigation might be to determine what communities re-educate for citizenship the juvenile delinquent who is neither sent to the reformatory nor to an institution for the feeble-minded. In what communities does the delinquent continue the victim of the same

type of education which produced him, as was the case in II, E, 1 of the above outline?

Conclusion—Participation in a valuable social survey would tend to increase the *esprit de corps* among the teachers. A consideration of such a factor as "leadership" might reveal to the school people themselves that, except for their activity within the school, they are not exercising an influence in shaping public opinion on matters affecting the well-being of the children and in minimizing "cultural lag" by actively contributing to forward-looking community projects.

Maps and cumulative data kept over a period of years will furnish socio-historical records of a community which can be used for prognosis of probable future development. Maps may be used as visual aids in adult education programs to create a public opinion favorable to specific improvements. Maps showing distributions of school populations may prove useful in demonstrating the necessity for, and the suitability of, proposed school and playground sites. The urgency for instituting and enforcing definite safety measures can also be presented effectively by their aid.

PUBLIC SCHOOL entertainments and exhibitions are of incalculable importance because by no other means can the activities and accomplishments of the public schools be so permanently and deeply impressed. That the deepest and most lasting impressions are gained through sight is an educational principle that applies well in keeping the public educated as to school activities, procedures, and accomplishments.—Rufus A. Duvall, Chapter VII.

COMMUNITY ANALYSIS AND ORGANIZATION

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THE FIRST JOB of any principal, consciously or unconsciously, is to analyze his community. This statement is true everywhere, for it is a cardinal principle of educational theory that the school should fit the program to the nature and needs of its particular children and community. Even in large cities, these factors vary with the differences in types of discipline to expect, methods to be employed, content to be presented, problems to be solved, and standards to be attained.

General observations of the community—Principals often hastily scan the horizon of their districts with an open ear for the traditions and policies to which public opinion has been accustomed. The result of these general observations may be that the voices of a few interested and over-zealous individuals are taken to indicate what the community accepts in the way of educational objectives. School practise is made to conform so that the pulse of community life will not oscillate too greatly in its throbbings.

The writer faced such a problem in entering his present situation three years ago. However, he tried to use various supplementary technics to obtain data and practises which might influence constructively the administration of the school program. Certain problems immediately appeared: (1) There seemed to be a "different" community attitude as to life, youth, and vitality which affected all civic matters. This pent-up energy, lacking constructive outlets, had become concentrated in several groups who operated at cross purposes with one another. (2) An unusually high ability and enthusiasm was exhibited by the children of the school which, coming from what appeared to be average home conditions, needed explanation.

A hurried study revealed an unusual history for the district. Oakland is divided into three geographical divisions—west, north, and east. Because of the impetus of prosperity during and following the war, the city enjoyed such a phenomenal and industrial growth that it was unable to accommodate the unusual influx of home seekers. The problem was intensified because many people who were employed in San Francisco preferred the advantages of the climate afforded by cities of the Eastbay, including Oakland. The first two sections of the city listed above being almost entirely saturated with homes, the influx naturally sought location in East Oakland.

Seeing the opportunity to colonize a fine district, an enterprising merchant purchased a large tract of land and developed it according to a definite policy. The entire tract was subdivided into lots on which he built homes of a certain character. These were largely

standardized as to type and were sold, rather than rented, at approximately a uniform price of from \$6,000 to \$7,000. Every necessary convenience was provided, including sewage, lighting, water, and paving. The entire district was restricted to white people and business was not permitted within the limits. Terms were attractive, and prosperous conditions made it possible for people to take advantage of the opportunities afforded.

The plan met with unusual success. Within four or five years the whole tract was sold to some four hundred families. Being home owners, and somewhat isolated from the rest of the city, a community within a large city was soon in evidence. Community pride developed and still exists to a high degree. There arose the need for improvements such as street lighting, a carline extension, and a school. To achieve these ends an improvement club was organized. The objectives were accomplished within a few years, including the erection of a school building of six rooms. It was thought this would be sufficient for ten years, but it is significant that, when the doors were opened, all the rooms were filled and it was necessary to use two portable classrooms outside. During the next three years, these portables were increased to seven, until more children were housed outside than inside. Having accomplished its immediate purposes, however, the improvement club had ceased to exist, but interest in school work had resulted in a very active parent-teacher association.

Such was the situation which the writer found when he became principal of the school in 1928. He recognized the rapid growth of the community, that its citizens were largely home owners, that as such, they were economically very stable, that an intense community pride had developed, and that the district spirit was very progressive and aggressive. The need for an additional building to house the children and provide for future growth was presented to the superintendent and to the business manager. The request was made by the district, and with the cooperation of the city a five-cent tax was levied, all the proceeds of which were spent on the erection of a fine, modern addition of eleven classrooms, a library, offices, and an auditorium with seating capacity of 600 persons. Construction of rooms, extent of equipment, and auditorium facilities make the school the most modern in the city.

A study of the citizenry—By securing the cooperation of the teachers, pupil data cards were used to study the types represented among the parents. On cards, the occupations were written and the types were classified as follows:

- I. *Professional*, including: lawyers, doctors, ministers, teachers, inventors, architects, artists, accountants, and newspapermen.
- II. *Business Men*, including: salesmen, shop owners, contractors, managers, foremen, superintendents, and merchants.

III. *Clerical*, including: office help, inspectors, shipping clerks, bank and post-office employees, and freight agents.

IV. *Skilled labor*, including: all skilled tradesmen, mariners, and seamen.

V. *Unskilled labor*.

The large percentage of the first four groups in Table 1 largely explains the interest, the progressive attitude, and the social levels which characterize the people. It indicates also that the people are able to appreciate and demand a type of education which develops both a knowledge of fundamental academic skills in their children, and one which affords opportunities for the development of higher appreciations and creative activities. Persons in professional, business, and skilled labor are associated with such terms as: success, initiative, vision, progress, energy, activity, and interest. Such persons are likely to be active in community enterprises.

TABLE 1—DISTRIBUTION OF TYPE OF OCCUPATION OF FATHERS

Type of Occupation	Number	Percent
I. Professional.....	41	8
II. Business Men.....	187	36
III. Clerical.....	75	14
IV. Skilled Labor.....	159	31
V. Unskilled Labor.....	61	11
Total.....	523	100

With this interpretation in mind, a definite effort was made to organize the school patrons into activities, with the school as a center, which would provide opportunities for social growth and a more complete realization of community life. Campaigns were launched for increased membership in the parent-teacher association with the result that for two successive years, it has had more than half of the mothers of the district on its roll. A room in the building was assigned in which to carry on its activities. Last year the room was in almost constant use for parents' classes in child training, public speaking, social hygiene, sewing, and choral groups. Committee meetings were held, and a small parents' library was started. In the evenings, the association's room was used for meetings, dinners, and other social events. These activities acted as outlets for the initiative of the patrons and served to make an active organization in which mothers not only wanted to become members, but to find expression for their individual interests. The school has benefited much in this by the awakening of great interest in all phases of the school program. The activities centered at school serve as a means of encouraging visits by parents to the school and to the classrooms.

Concurrently with this organization, but independent of it, a Dads' Club was organized with similar aims, but with special appeal to men and boys. In its second year, the membership totalled 160 men. Their efforts have resulted in many social activities, school and community improvements, assistance for unemployed men, and definite interest in father-son relationships.

In the evening, the school has become a center for social activity. The auditorium is regularly used every school night by three Boy Scout troops, the Dads' Club, and a ladies' gym class. After school it has become a clubroom to provide indoor recreation facilities for boys and girls, including volleyball, indoor tennis, ping pong, table games, shuffleboard, and dramatics. In another room Camp Fire Girls meet, and it is planned that clubs of various types will meet under the guidance of mothers to collect stamps, sew, and carry on other activities.

A study of the pupils—At the same time as the above study, another investigation was made of the ability of the children with reference to the father's occupations. While this constitutes another problem, it is so related to the study of the community as a whole that some of the data are herewith presented. We were interested especially in the general range and level of intelligence and the scholarship of the children. A study of the intelligence levels was made by means of individual and group tests. In most cases it was necessary to depend upon group tests. The data are presented in Table 2.

TABLE 2—RELATION OF TYPES OF OCCUPATION OF FATHERS TO INTELLIGENCE OF THE CHILDREN

I. Q.	Professional	Business Men	Clerical	Skilled Labor	Unskilled Labor	Total
140-149.....	2	1	2	2	0	7
130-139.....	2	8	1	4	1	16
120-129.....	3	15	5	11	3	37
110-119.....	13	24	16	23	7	83
100-109.....	7	37	20	39	10	113
90-99.....	3	27	10	16	18	74
80-89.....	0	14	4	12	3	33
70-79.....	0	0	0	3	0	3
Total.....	30	126	58	110	42	366
Median I. Q.....	114.61	105.94	107.50	106.15	100.00	106.90

Criticisms may be made of the reliability of the occupational groups of the parents and of the accuracy of group tests. Therefore, Table 2 is not to be considered as scientific proof of factor significance without these reservations. The data clearly indicate that there is relationship of the home environment from which children

come, as represented by the social and economic status to which their parents have attained and the intelligence of the children. The median I. Q. in Table 2 for each group shows a tendency to go from the highest type as represented by professional men down to that of the lowest, consisting of unskilled laborers.

Of great significance is the median I. Q. of 107 for the entire student body. This fact largely accounts for the unusual ability and enthusiasm early observed by the writer. How much of this is due to hereditary tendencies in parents of greater training and ability, and how much to greater background of experience and environment which professional people are able to give to their children, are problems for psychological research. The important point to us is that the median I. Q. for the children as a whole is above the normal. We therefore felt justified in raising our standards of expectation in relation to attainment and progress, with special encouragement to creative phases of work, and of wider activities of all types.

Table 3 gives the scholarship ratings of 527 children for the respective groups of parents. Ratings were the subjective estimates of the teachers.

TABLE 3—SCHOLARSHIP RATINGS OF CHILDREN FROM PARENTS OF DIFFERENT OCCUPATIONS

Scholarship Rating (R)	Pro- fessional		Business		Clerical		Skilled Labor		Unskilled Labor		Total	
	f	fxR	f	fxR	f	fxR	f	fxR	f	fxR	f	fxR
1	9	9	34	34	16	16	12	12	5	5	76	76
2	19	38	60	120	26	52	61	122	17	34	183	366
3	17	51	81	243	34	102	71	213	31	93	234	702
4	0	0	8	32	6	24	14	56	5	20	33	132
5	0	0	0	0	0	0	1	5	0	0	1	5
Total	45	98	183	429	82	194	159	408	58	152	527	1281
Mean Rating fxR f	2.177		2.344		2.367		2.566		2.621		2.43	

It will be seen from the mean scholarship ratings for each group in Table 3 that those children from the professional group achieved the best average, and that each succeeding group fares with less success. Factors such as intelligence (presented in Table 2), broader experience, better economic facilities, greater interest because of a more understanding attitude concerning life's problems on the part of parents of the professional group need not be discussed here. The important fact is that social and economic levels do definitely affect scholarship (estimate of school achievement), as well as intelligence (estimate of potential school success), and the school must reckon with such factors in developing its program.

Summary—Among the points to be summarized from the study are the following:

1. The community was found to have had a rapid growth.
2. The method of developing the community had the effect of selecting young, progressive, stable, and interested parents.
3. The school was made the center of interest through the organization of numerous social and educational activities in which everyone could participate and find satisfactions.
4. The ability and scholastic achievement of the children directly reflected the social and economic levels of their parents.
5. These factors directly influenced the type of program, the activities of the pupils, the standards to be attained, and the results actually achieved in the work of the school.

ANY AGENCY which aims to provide the youth with opportunities for wholesome companionship with adults and with training under this environment for development of character, physique, loyalty to parents and country, devotion to school and work, respect for order, and development of ambition, should very definitely contribute to a better elementary educational program. The extent of such benefits naturally will depend upon how well these aims are carried out.—Charles M. Chapman, Chapter VIII.

COMMUNITY CONTACTS IN MICHIGAN¹

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THE RELATIONSHIP of the principal to his community is a problem which has been the basis of some study, much conjecture, and no little confusion of opinion. Which of the various organizations and which of the activities of these organizations are going to be classed as educationally wise and beneficial? What are the activities and organizations which the school principals are going to consider as propaganda or as legitimate advertising?

It appears impossible for most of our school systems to provide adequately, without assistance from philanthropic organizations, all of the physical, recreational, patriotic, spiritual, and educational attention required by the individual needs of the children. With this contention it appears at once to be a matter of selecting desirable activities of the various organizations rather than a question as to whether the principal shall permit or exclude the various social and civic agencies from participation in the school program of the child. The problem then is how will the principal determine which activities are acceptable and what course to pursue in gaining the goodwill and cooperation of the various agencies of the community.

The writer conducted a survey of nearly two hundred representative elementary schools of Michigan during the early months of 1931. The survey was made realizing that much had been said about this cooperation in a general and casual way but little data had been obtained and presented of a specific nature. Information was sought regarding (1) the membership of principals in the various civic and social organizations and agencies, (2) the specific measures of cooperation exchanged by the civic bodies and the school, and (3) the unique undertakings sponsored by the schools for the civic welfare of the community. As about eighty percent of the questionnaires were returned, it was possible to compile a fairly representative and comprehensive report of first-hand information.

Summary of the data—Table 1 shows the percentage of elementary school principals holding membership in the various organizations, based on the returned questionnaires. It will be noted that only the organizations reported most frequently are considered in this table. In order that a true interpretation is made, two highly important points must be kept in mind: (1) Many of the civic groups, especially the luncheon and service clubs, restrict their membership to men, and (2) A factor, perhaps equally important when judging the extent of membership, is the fact that only elementary

¹The writer made this survey as Chairman of the Committee on Cooperation with Civic Bodies, Department of Elementary School Principals, Michigan Education Association.

TABLE 1—MEMBERSHIPS REPORTED MOST FREQUENTLY BY MICHIGAN PRINCIPALS

Organizations and Clubs ¹	Percent of Replies Reporting Each Type of Membership					100
	0	20	40	60	80	
Parent-teacher association						(65)
Red Cross Chapter						(44)
Boy Scout committees						(30)
Service Clubs: Lions, Exchange, Kiwanis, Optimist, Rotary, etc.						(27)
Women's civic clubs						(23)
Church and Sunday school						(22)
Camp Fire Girls and Girl Scout committees						(19)
Veteran organizations						(15)
Good government clubs						(14)
Library Boards						(10)
City beautification committees						(10)
Mother study clubs						(9)
Y. M. C. A. and Y. W. C. A.						(9)
Improvement associations						(8)
Ladies literary club						(7)

¹There were 49 different organizations reported in the 150 replies.

school principals were taken into consideration and not the rank and file of school teachers as a whole.

Table 2 presents the specific measures of cooperation extended by the various civic, social, and welfare organizations towards the schools. The number of instances in which a school was involved in a particular undertaking is also given. The less numerous projects are not included although most of them are worthy and interesting. It will be noted that the first four items in Table 2 have to do with the elimination of physical or health handicaps. Most of the other types of help may be termed "supplementary" educational devices.

Table 3 summarizes those civic movements with which the schools are actually affiliating themselves. Each contact implies that the school undoubtedly has endorsed the project, and permits participation on the part of representative students of the school or by the school as a whole. The first few items here are welfare, and the next few items are civic in nature, and the last two or three supplement the regular academic program.

Table 4 presents "unique" activities which are being sponsored and carried on solely by the school. Probably the majority of these undertakings are temporary measures. With the depression has come the need for financial assistance to provide for the unfortunate and the unemployed. The school teachers of Michigan can be proud of the splendid response they have made to meet this seemingly unavoidable condition of emergency. Not only financially have they helped, but many other commendable plans have been carried out in the various schools of the state as shown in a study of this table.

TABLE 2—TYPES OF COOPERATION MOST FREQUENTLY EXTENDED BY THE VARIOUS CIVIC AND WELFARE ORGANIZATIONS

Type of Cooperation Carried On in the School ¹	Number of Cases Reported ²
Welfare work: furnished food and clothing -----	77
Provided free lunches at school -----	35
Sponsored dental clinics -----	32
Assistance to physically handicapped -----	29
Furnished schoolroom equipment -----	25
Planted trees and shrubbery -----	21
Provided prizes for scholarship -----	17
Arranged baseball games for safety patrols -----	16
Purchased pictures for classrooms -----	14
Sponsored model aeroplane clubs -----	12
Presented American flags to school -----	11
Provided prizes for spelling bee champions -----	10
Sponsored bird house contests -----	10
Promoted safety work in school -----	9
Assisted local athletic leagues and field meets -----	9
Offered prizes for oratorical contests -----	9
Bought prizes for best essay contests -----	9

¹Other aids reported fewer than nine times included: purchasing band instruments, radio sets, and playground equipment; sponsoring baby clinics and physical examinations; and giving awards for skill or heroism.

²There were 150 replies in all.

TABLE 3—MOST FREQUENTLY REPORTED AFFILIATIONS OF SCHOOLS WITH VARIOUS CIVIC MOVEMENTS

Type of Civic Movement ³	Number of Cases Reported ⁴
Charity and welfare drives -----	76
Christmas goodfellows -----	63
City clean-up weeks -----	62
Community fund drive -----	45
Automobile club safety patrols -----	31
Junior and Senior Red Cross drives -----	28
Fire prevention weeks -----	21
Boost your town week -----	20
Collecting of old clothes for the indigent -----	20
Police safety campaigns -----	18
Tuberculosis Christmas seals -----	18
Memorial day celebrations (parades) -----	14
City excursion day -----	10
Lawn and garden contests -----	9
Better and cleaner shows for children -----	9
City health clinics -----	9

³Other movements reported fewer than nine times include: benefit shows, unemployment committees, thrift campaigns, and reforestation activities.

⁴There was a total of 150 replies.

TABLE 4—UNIQUE UNDERTAKINGS CARRIED ON BY THE SCHOOLS

Undertakings ¹	Number of Schools Sponsoring the Plan ²
Teachers contributing approximately one percent of salary for emergency welfare work -----	60
Mothers holding special meetings in school building to sew garments for needy children -----	21
Raised money and collected food for Christmas baskets for poor families_	19
Dressing dolls for goodfellow baskets -----	17
Constructed and repaired toys for Christmas baskets -----	16
Teachers collected, repaired, and distributed clothing to needy families_	14
Teachers prepared faculty plays for benefit of P. T. A. and welfare work	13
Teachers contributed to a special fund to furnish free lunches to poor children -----	11
Sponsored charity bridge parties -----	9
Sponsored charity athletic games -----	8
P. T. A. and school committees working with local theatres for cleaner pictures for children -----	8
Girls' sewing classes made garments for both in-school and pre-school poor children -----	8

¹Other activities reported less than nine times include: movies and entertainments to raise money for the needy, and payment of shoemaker to repair shoes of school children.

²There was a total of 150 replies.

A detailed treatment of all the activities of the various community organizations with respect to their relationship with the school and the educational program of the child is prohibitive in a treatise of this nature. Nevertheless certain tendencies and practises carried on in Michigan schools as revealed by this survey should be noted. We must consider the fact that a great many of the agencies listed in this article have national organizations or are national in scope. It would be reasonable then to assume that many of the activities sponsored by these organizations are carried on in the schools of other states. Again, some of the organizations are international and it is probable that their undertakings in foreign countries are similar to those carried on in this country.

There appears to be a definite tendency on the part of school principals to affiliate themselves through membership with the various civic and social organizations. This fact is revealed by a subsequent study of "service clubs" by the writer during the past summer. Although incomplete, Table 5 is convincing evidence that schoolmen are realizing the important contacts to be made in their respective communities through membership in service clubs. This table is compiled from results obtained through a questionnaire sent to the offices of the various national and international clubs. It is important to note that nearly all of the service clubs have come into being within the last twenty years. Educators were quick to grasp the vast opportunity for direct community contacts which are available through membership in these organizations.

TABLE 5—NUMBER OF EDUCATORS HOLDING MEMBERSHIP IN THE SERVICE CLUBS

Name of Club ¹	Number of Educators
National Exchange Club -----	731
Rotary International -----	5,614
Lions International -----	2,450
Round Table International -----	165
Kiwanis International -----	3,500

¹No definite information available for the Optimist, Civitan, and Cooperative organizations.

To avoid any misunderstanding on the part of the reader the term "educators" in Table 5 includes men engaged in all branches of the educational field, such as public school superintendents, principals, and teachers; private school teachers; public librarians, and directors of industrial education.

Other supporting evidence of the popularity of service clubs with schoolmen was demonstrated in the recognition accorded by the Department of Superintendence of the National Education Association at their convention in Detroit, February 21-26, 1931. Arrangements were made by several Detroit service clubs to hold luncheons for visiting members in which the following clubs participated: Kiwanis, Rotary, Lions, Civitan, Exchange, and Optimist.

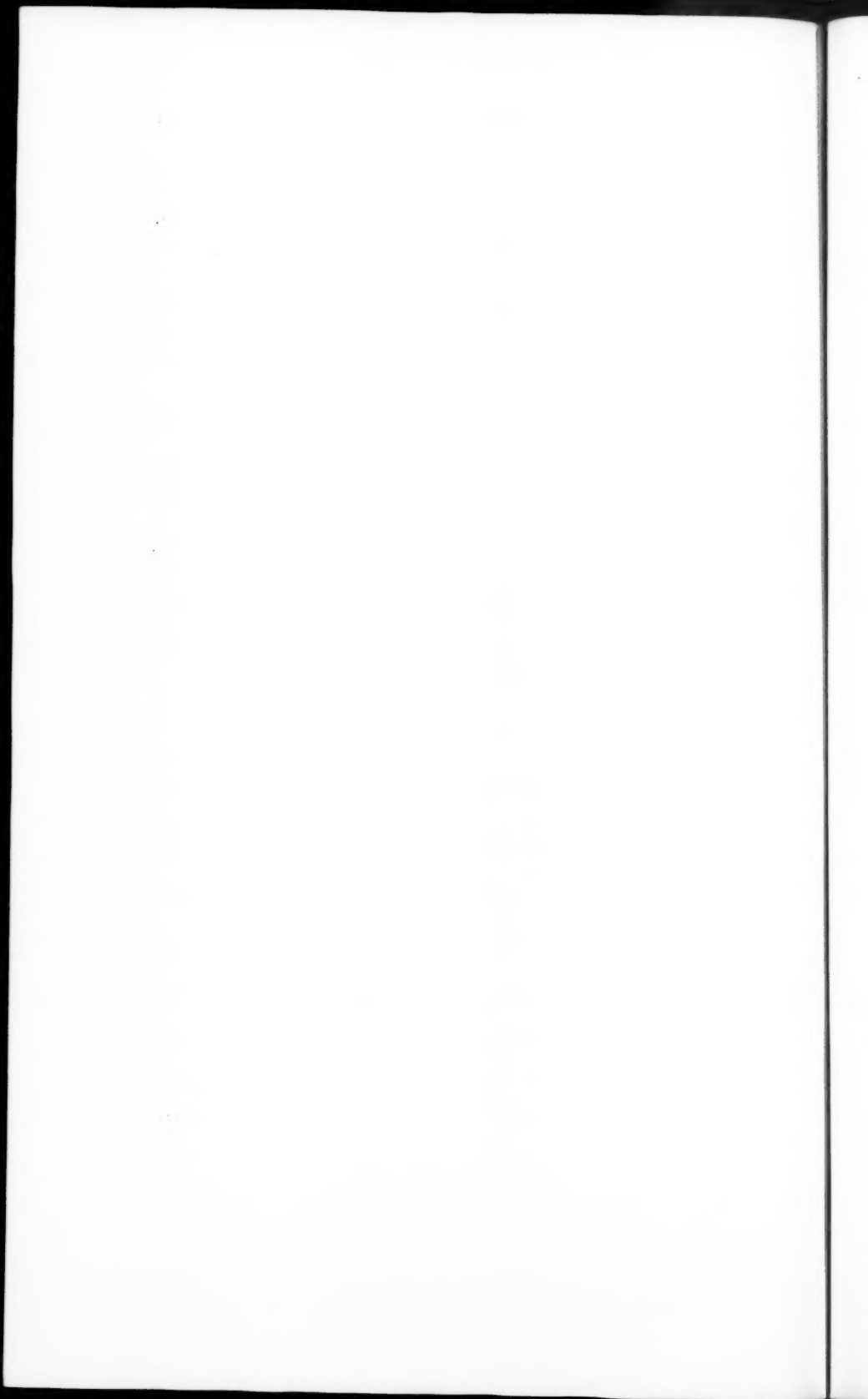
In interviewing several school superintendents, the writer was told that they encourage men members of their school staffs to join service club organizations.

Conclusion—Community affiliation permits the principal to influence the policies of the various organizations and movements. He is able to keep the organizations informed as to the changing trends and newer philosophies in the field of education and to encourage such bodies to adjust their energies accordingly. He is also in a position to secure various aids and assistance for the school to supplement the educational program in caring for the welfare of the children. By allowing the school children to participate in certain desirable community projects the school is able to teach good citizenship and make them "community conscious."

What type and to what extent such contacts with the school should be permitted is highly controversial. However, as stated in the beginning of this article and as indicated by the survey, the community agencies *are present* and *are assuming* a tremendous share of the educational program. Apparently the schools are accepting their existence and in most cases offering a high degree of cooperation. Whether or not all of these activities are educationally wise; if the so-called value of these activities actually compensates for the loss of time and energy; or whether propaganda is the uppermost thought in the minds of the sponsors is not the purpose of this article.

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CHAPTER IV
HOME CONTACTS SOUGHT BY THE SCHOOL

PERSONAL LETTERS BUILD CORDIAL ATTITUDES

PREPARATION FOR HOME VISITS

A METHOD OF HOME VISITATION

THE RURAL VISITING TEACHER

THE VISITING TEACHER IN NEWARK

THE VISITING TEACHER IN MINNEAPOLIS

THE ATTENDANCE OFFICER

HOME CALLS OF THE SCHOOL NURSE

EDITORIAL COMMENT ON CHAPTER IV

The articles in this chapter show some of the methods used by school people to reach into the home for the help so necessary in training the whole child. Several authors describe the activities of the visiting teacher; one contributor presents the work of the attendance officer; and another tells of the school nurse's work. A contributor from Hawaii stresses the importance of the teacher knowing the child thoroughly before going into the home. Another article presents a plan whereby classroom teachers may visit the homes. The types and uses of form letters are described in still another contribution. Several articles refer to the economy and the value of many kinds of printed messages to the homes.

Several questions should rise naturally at this point in the mind of all readers. Why is it necessary for school representatives to visit so many homes? What need is there for nursing services? What use is made of the information obtained? What connection exists between home conditions and classroom activities?

Although some of these questions are answered in this chapter the Editorial Committee wishes to emphasize certain points: (1) children are learning most of the time whether in school or out, (2) the period of the day and night when children are under the direction of non-school agencies is longer than the school day, (3) the habits and attitudes acquired by children outside of school may nullify the classroom work, (4) the mood in which children leave home in the morning often determines the success of the day's school work, (5) parental attitudes due to misinformation may be reflected in the child's classroom attitude, and (6) the school can teach best what the child needs to know when the teachers are familiar with the home background.

Contacts between the school and the home are not one-sided. It is often more important to give the parents information than it is to obtain facts about home conditions. Often the inarticulation between the school and the home is due to false impressions gained by adults from secondary sources.

A number of useful references are provided at the end of the chapter for those who wish to read further on the topic.—*Editorial Committee.*

CHAPTER IV

HOME CONTACTS SOUGHT BY THE SCHOOL

PERSONAL LETTERS BUILD CORDIAL ATTITUDES

FLORENTINE PETERS

Principal, Garfield School, Chicago Heights, Illinois

PERSONAL LETTERS from the principal, the teachers, and the pupils are used by us to establish cordial relations and friendly cooperative attitudes between the school and the home. It is part of our responsibility as teachers to help parents to recognize the many factors that condition learning outside of the classroom. Misunderstanding and criticism may be avoided by explaining the many new activities of a modern, progressive school. Often the child discusses at home the club activities, the reading group, and the assembly programs, but he is not able to explain the aims and value of such activities. The school, through constructive cordial letters, may give the parent regular and systematic information as to the whole educational program.

The keynote through which the school may develop contacts with the home and awaken an appreciation of the child's efforts is that of celebrating the child's successes. "Praise him (the child) for his better grades, and for every bit of evidence that you can get of his meritorious work at school. Don't look for big improvements; seize upon the little ones and play them up," says Garry Myers.¹ Mothers are intensely interested in the progress and achievement of their children while the teacher understands child psychology and methods of teaching. Both need to cooperate in order to understand the viewpoint of the other. Too often, the only written message that the parent receives is one relating to misbehavior but we are making a conscientious effort to send pleasant messages into the home and as an appreciation of children's efforts and achievements to establish right relationships with the parents.

The public school touches all types of homes. In some of these homes the parents do not know what constitutes good child care nor are they skilful in instilling or creating ideals. It is the heritage of every child to develop to the best of his potential abilities, but children cannot develop properly unless they are physically fit and have right ideals and standards. How may some of these ideals and standards be built up? The principal and teachers may use citizenship letters couched in courteous form but which point definitely to the care of children and the instilling of ideals for which the home is largely responsible.

¹Myers, Garry C. "On the Home Stretch." *Child Welfare* 23:467; May, 1929.

Examples of letters—The letters which follow are indicative of school situations which may be utilized in securing goodwill, stressing child care, instilling ideals, giving information about school instruction, reconditioning problem children, civic undertakings, appreciation of children's efforts, care given by mothers, and courtesies extended to the school.

1. *Setting up school objectives which depend on home cooperation for their development*—The following letter was sent to all the homes at the close of the first month of school.

Garfield School
October 9, 1931

Dear Parents:

This first month of school has been a busy as well as a happy one for the boys and girls of the Garfield School. We are glad to have them under our direction again.

They have forgotten much that they learned last year and we have had to spend much time in review work this month. We expect the boys and girls to make much progress in their school work this year, but we are especially anxious to have them become good citizens at school as well as at home.

We are trying to teach them respect for property which means taking good care of their books, the lawn with its shrubs and flowers, their playthings in the home, their desks at school, the walls and furniture in their homes.

The Boy Scout Slogan "To do a good turn every day" might be a good one for all boys and girls to follow. A courteous child who tries to do kind things for others is always well liked.

If your child is to get the most out of his school work this year, it is necessary that he get plenty of sleep, that he has books to work with, that he is in school every day and that he comes in on time to avoid disturbing the work of the class. We appreciate the help you give us.

Sincerely,

(Principal)

2. *Expressing appreciation of the interest and training given by parents and suggesting other activities in which the pupils might engage*¹

Garfield School
October 7, 1931

Dear Mother and Father:

I wish to thank you for the interest you take in your child. His coming so neat and tidy to school with clean clothes and neatly brushed hair has given him a fine grade in citizenship. It is so much easier for a clean, tidy child to do that same type of work.

The interest you take in your child at home is shown at school, and for that reason we have a busy happy room full of boys and girls who are anxious to show their work papers to their parents.

I like the way many of you are helping the children with their geography notebooks. The children need a little help in pasting their pictures neatly.

Many of you see that the children hear interesting stories over the radio. Frances Serensky was our radio girl this week. If the children hear good stories, they will not be telling their teacher weird stories of murder.

¹Letters 2, 3, and 4 were written by Miss Augusta Ginther, teacher in the Garfield school.

I am going to write you a little note each week telling you how we are getting along. Again I wish to thank you for the training and inspiration to do things which your child is receiving at home. It makes my work as a teacher much happier. I know that you are helping your child to grow up wisely.

Sincerely,

(Teacher)

3. Recognizing the honor roll pupils, with definite suggestions as to how parents may help children

Garfield School
October 16, 1931

Dear Parents:

Just a little note to let you know that your child is on the honor roll this week. At all times during the week he has been a fine citizen. Our good citizens are good housekeepers. Their work is neat as well as their desk. We are trying hard to learn to be courteous in the schoolroom.

Yesterday, in Courtesy Club, we learned how to be thoughtful of others.

This week we had many more radio stories. Many of the parents have been helping the children select good little poems to read in radio hour.

The notebooks are coming along nicely. The children are doing a neater piece of work than they did at first.

If your child received a low grade in arithmetic, you can help him by checking his work with problems on pages 20-26. There the answers are given to all the combinations.

This afternoon we made false faces for Halloween. What a time! We would have liked you to see our parade about the room.

I shall write to you next week and let you know about our honor roll. It is a pleasure to see the boys and girls try to improve each day in their ways. After all we want kind, right-thinking children more than anything else.

Sincerely,

(Teacher)

4. Emphasizing good citizenship

Garfield School
October 23, 1931

Dear Mrs. -----:

Friday is here again, and we are glad to tell you that ----- is on our good citizenship role once more. We are proud of our good citizens, and we are happy to have your child on the list. You need not worry about your child passing when he is on our good citizenship role.

When we have forty-one good citizens in our room we are going to have a picnic out-of-doors. I think that will be a real treat for the children. Don't you?

Here are some of our good citizenship laws. Many of them can be kept at home as well as in school. Good citizens hang up their hats and coats. Good citizens get fun out of helping others in trouble. A good citizen is always honest. He will not look upon his neighbor's paper. A good citizen finds something to do as soon as he enters the room.

Sometimes in school we find boys and girls who seem to be able to do the right thing. Those same boys and girls, we know have a mother teaching them these fine ways. Let me compliment you ----- upon your training which does

show in your child. Making better boys and girls is the great thing which we are interested in. Let us work together.

Sincerely,

(Teacher)

5. Recognizing achievement in music as an incentive to further effort

Garfield School
May 17, 1931

Dear Mrs. Psotka:

Last night I attended a concert which was given as a part of the musical program for Boys and Girls Week. When I realized that Mary had taken violin lessons less than a year and yet was awarded first place in her group, I was proud of her. She played so nicely.

Sincerely,

(Principal)

6. Seeking cooperation in reconditioning problem children—The next letter was written to an Italian mother whose boy had been very much of a school problem the previous year. He had an attitude of inferiority complicated by ill-health, lack of proper sleep, and poor home discipline. He was on the street constantly and had begun to do petty thieving. The school authorities arranged to have him examined at the Institute for Juvenile Research. The findings of the Institute convinced the mother that Pasqual's physical defects had to be corrected and that the home was quite largely responsible for his condition and attitude. The mother tried during the summer to develop better health habits and to direct his leisure time into worthwhile interests. As a result, Pasqual had gained nine pounds in weight, was alert and anxious to do his school work in the fall, and had ceased to be a school problem. The following letter was written by the principal as an appreciation of the home's help. This letter helped to change the mother's attitude toward the school as was evidenced by the remark made by Pasqual to the school principal, "My mother was proud of me when she got your letter."

Garfield School
September 30, 1931

Dear Mrs. Fillippi:

A month of school has passed by and we are glad to tell you that Pasqual has tried very hard to do good work this month. He has been very courteous to teachers and other school authorities.

We know that you are trying to help him by sending him to bed at nine o'clock, giving him milk to drink instead of coffee, and having him spend his leisure hours at the library. We appreciate the care you are giving him.

At the present time we are giving him an opportunity to do part of the work in the sixth grade. We hope that he will be able to make up some of the work he missed last year.

Sincerely,

(Principal)

7. *Emphasizing the necessity of regular attendance and punctuality*

Garfield School
September 21, 1931

Dear Mrs. Wysocki:

Last week we received your children on transfer from a school in Wisconsin. We were glad to have them come to our building and hope that they will do good work here. They have attended country schools before and it will take them a few weeks to become accustomed to our ways. They seem anxious to learn, willing to do as the teacher requests, and very courteous.

We think it very important that all the pupils in our building be in school every day and be on time in order that the class work may go on without being disturbed. Last week I noticed that all the members of your family were tardy one morning. I trust that you will cooperate with us and that this will not happen again. May I depend on you to get them here on time? We shall appreciate your cooperation.

Sincerely,

(Principal)

8. *Developing varied interests through school clubs*

Garfield School
September 14, 1931

Dear Parents:

Every Thursday afternoon, for a half hour, the pupils in our school engage in some activity which we term "Clubs." We are trying in these clubs to get pupils interested in a variety of things and to discover any talents which pupils may have in order that they may utilize some of these activities in their leisure hours. We feel that these clubs are valuable, not as things apart from the other activities of the school, but as a variation of the regular work and an opportunity for social cooperation.

We are asking pupils of the upper grades to select the clubs in which they are most interested. This year we are having Sewing Clubs, Harmonica, Picture Study, Courtesy, Glee Clubs, Folk Dancing, Story Telling and Clay Clubs.

We should like to have you visit our clubs any Thursday that is convenient for you.

Sincerely,

(Principal)

9. *Acquainting parents with the instructional work of the school*

Garfield School
February 9, 1931

Dear Parents:

This year we are attempting to group pupils for reading instruction on the basis of their reading ability. We have found through giving standardized and informal reading tests that pupils in a given grade vary greatly in comprehension of the material read. Suppose that I illustrate this with a fifth grade class. The reading tests given showed that some of the pupils read as well as pupils of the third grade, others had fifth grade ability, and a few read as well as pupils of the seventh grade. We know that pupils with seventh grade reading ability would not be interested in reading the same books that pupils of third grade ability could read.

This year we are planning to have pupils with less reading ability read much simple material found in many different books and to give them much help with the mechanics of reading, as we diagnose their difficulties. Those pupils who read well, will read many books with more difficult material in order to broaden and extend their experiences.

When your child comes home and tells you that he is in a certain group for reading purposes, I trust that you will understand that we are trying to help him overcome his reading difficulties. I know that you will encourage him to read library books suitable for his grade. We have posted such a list in our school library.

Sincerely,

(Principal)

10. *Appreciation for courtesies rendered*—Such letters may be written by teachers or pupils also.

Last spring the Rotary Club took the crippled children of the city in to Chicago to see the circus. Here is a letter written by one of the pupils of the third grade.

Dear Dr. Dale:

I want to thank you for taking Mike and me to the circus. We had a good time. You were so funny you made us laugh. Will you take us again next year?

Your friend,

Guido Marchionni

(To the class piano teacher)

Dear Miss Fleming:

I am very happy that you helped me win the medal. I just can't wait until I see it. My mother and the rest of my family were happy because I won it too. Maybe, if I had not taken lessons from you, I wouldn't have won the medal. I am very happy to play Thursday night for the people.

Sincerely yours,

Bernice Banlow

(Talks by citizens during Boys and Girls Week)

Dear Mrs. Branch:

I am very glad that you told us about your journey. I enjoyed your journey because you taught us more about Geography and showed us some things you brought from other parts of the world. We studied in Geography about some of the places you visited. I wish that I might have been with you. Thank you for coming to talk to us.

Yours sincerely,

Vera Vitelli

11. *Stressing civic undertakings*

Garfield School

September 30, 1931

Dear Father:

We are all helping to keep the school clean. All the boys and girls pick up paper and put it in the basket. We are all willing to pick up the paper around the school. We wish you would help by keeping children from throwing paper on the ground around your home and stores as it blows into our school yard.

Your son,

Joe

12. *Letters for Mother's Day*—The first letter was written by a third-grade pupil, the second letter by a fifth-grade pupil.

Dear Mother:

I am sending you a note to tell you that I love you. I am trying to do many nice things for you on Sunday afternoon. How would you like flowers in your bedroom?

Your own child,

Joe Petrongelli

Dear Mother:

Next Sunday is Mother's Day and Mother, dear, I want you to know how much I love you and appreciate all the kind things you did for me when I was small.

Do you know how we came to have Mother's Day? A Sunday School in Philadelphia celebrated the first Mother's Day as a tribute to all mothers. People liked the idea. Congress suggested to President Wilson that a day be set apart on which to honor mothers. President Wilson approved of the plan and on May 9, 1914 issued a proclamation ordering all government buildings to display the United States flag and urging the people to display the flag at their homes the second Sunday in May "as a public expression of our love and reverence for the mothers of our country."

Here is a poem I have written for you:

Oh, Mother dear, how sweet you are,
You give us kindness near and far,
You are, you are so sweet and true
I love you! I love you!

Lovingly,

Theresa

Conclusion—What evidences have we that personal letters do build up cordial contacts between the home and the school? The first and most important evidence is in the better care given to the pupils by the parents. A second evidence is the growth in character and courtesy of the pupils themselves. Again, as the parents received the letters complimenting them on the efforts of their children they told school authorities how much these letters stimulated the pupils to greater endeavors: as the children began to feel that they were worthwhile and wanted members of society, they obtained satisfaction in doing work of a high character. Several organizations wrote letters to the principal in which they expressed their happiness to receive "thank you" letters from the children and their willingness to serve the schools at all times. Acquainting parents with the educational program of the school has enabled the school to move forward more rapidly than would otherwise be possible and, with it all, has secured a cordial, cooperative attitude on the part of the parents.

PREPARATION FOR HOME VISITS

MYRTLE H. HOLTBERG

Principal, Elementary School, Wailuku, Maui, Hawaii

BEFORE GOING INTO THE HOME of a child the teacher should study the child. By a study of the child we mean to find out as much as we can about him mentally, physically, emotionally, and socially. We must know the child as an individual person, know how he fits into the school group, and know him as a member of the home and community.

Know the child first—Many teachers think that they have neither the time, nor the ability, to obtain all of the facts and to interpret them to help the child. However, the classroom teacher is often the only one to do the work. She should do the best she can along the lines suggested by Miss Hill in the *Hawaii Educational Review*:

If you have a Manuel in your room—Manuel is always bothering and tormenting other children—have you tried to see his actions from Manuel's point of view? Do you know what his physical condition is? Can he see well? Is his hearing normal? What about his general health? What are his emotional responses to his associates and to his environment? Does he like school and teacher? What do you know about his mental ability? What has been his past school record? Is it what should be expected of a child of his mental and physical ability? What are his interests in school and out? Is the work offered in the classrooms such that these interests are being used?

Do you know the type of home from which Manuel comes? Is there economic security or is the family on the verge of poverty or perhaps already receiving aid from some social agency? Do the parents agree and is the home life happy?

What do the parents think about Manuel? Is he acting in the same way at home as at school? Have the parents secured good response by any methods of treatment? When Manuel is not in school what does he do? Is he overworked? Is his recreation suitable and sufficient for his needs? With whom does he play? Is he popular or unpopular? Has there been anything in Manuel's family, school, or community relationships to cause his present attitudes?

If accurate data are obtained on all of the points suggested by Miss Hill perhaps the teacher will no longer find Manuel a problem. When we understand things from the child's viewpoint we are able to help him to adjust.

If we just get the right attitude from the child towards the people and happenings about him, education will be easier. Can we make the child curious about the knowledge we have to offer? Can we make his eyes sparkle with delight when we tell a story? Can we inspire him until "he grasps his sling and stone and starts for the giant"? Can we above all, lead him to trust us fully, make him know that we will never betray his trust in the smallest particular? The teacher proves herself unworthy when she must storm to get good conduct or to cram "the stuff" down his throat. Very often we say things to children that hurt exceedingly, because we are not patient enough to understand the child's idea.

To say "don't" is not the best psychology. We should urge the child to *do* until he forgets what he was doing that was wrong. Children are positive minded, and to hold back from doing is harder than to do. Checking action requires long practise. The temptation to *do* is natural and therefore strong. We can help the home to build up right doing first and the check on conduct will follow naturally. Behavior at home is a big problem, particularly if the parents are too busy, indulge in tantrums, self-pity, or use of bad language. Often children are driven away from home by ill-tempered parents. Then we must try to teach the parents to let the children help in the house and share in its management. If the work is lighter, perhaps mother's temper will get better.

There is the "whining" child. The teacher alone cannot correct the difficulty. It is a ruinous habit, but the teacher, with the help of the home, can train him out of it. We must teach parents to "listen" to their children. Hilda Conkling says in a beautiful poem to her mother, "When I spoke you listened, and when I thought, you understood." That is what listening to a child means.

There is the mother who "babies" her child. Bribes as payment for good deeds are a doubtful incentive towards righteousness. They swamp the proper idea completely and the child who seems to be responding to our efforts is sadly hampered. A bribe once in awhile as a surprise is one thing and a good thing, but constant bribery proves troublesome.

Can we ever come in contact with parents often enough to teach them that of all the futile methods of controlling children, *threats* are the most futile and harmful? Threats teach the child that adults talk without any result as far as he is concerned. We make wild gestures, use loud tones. Often, after that, our threats are to the child but the sounds and symbols of our helplessness. Parents and teachers should make promises rarely, keep them religiously, even at the expense of great discomfort and annoyance to themselves.

Many parents do not yet realize that if children do not get the proper rest and nourishment they will be cross and irritable. We must teach them that there must be a schedule for rest.

Conclusion—We must help parents to appreciate the better ways of dealing with children. We must urge adults to avoid striking, beating, whipping, or other unnecessarily brutal punishments. If we are gentle with children there will grow up a finer generation with bright faces, with clear eyes, with heads high, and with alert minds.

When we visit the home the idea should be established in the child's mind that we intend to report as many really *pleasant* things as possible. To locate the good in children we must study them, listen to them, and judge them according to child standards. Thus equipped the teacher's visit to the home can do much to lift the level of school morale.

A METHOD OF HOME VISITATION

ARVIN N. DONNER

Principal, Franklin School, Port Arthur, Texas

ALL SCHOOL ADMINISTRATORS will agree that knowledge of home conditions is essential for the best understanding of pupils. How is a teacher in a city school to gain this information? In the small community where everyone knows everyone else this problem is lessened, for a teacher is recognized as a new person in the community the day she arrives in the town and it is only a question of a short time before she can be acquainted with the people of the neighborhood in which she is to teach. In a city, however, this contact between teachers and parents is much more difficult to make. Instead of one community, in the city there are scores of communities. Very likely the community in which the teacher finds herself is much different from the community of the parents whose children she teaches. Then, too, the teacher may live in one section of the city and her pupils come from an entirely different section of the city. If the city is one which has many industries, oftentimes a class distinction exists, with the teacher on one level of society and parents of her pupils on an entirely different level of society. If, too, there are a number of foreign speaking parents, this language difficulty will make barriers between the teacher and the parents of her pupils.

Home visits by teachers—This problem of getting the teacher into the homes and getting the parents into the school is a problem which is difficult to solve from the administrative side. An attempt to break this barrier was worked on at Franklin school. Instead of one of our regular monthly faculty meetings, a committee of teachers, with the principal, worked out a program of faculty home visitations. Before the time of the regular November meeting a bulletin was given to each teacher with a home visitation report attached. It is customary to hold our Franklin faculty meetings from 3:00 to 4:15 on the first Monday of each month. This time was given over to home visitations. The bulletin given to teachers with the home visitation report follows:

BULLETIN No. 3

FRANKLIN SCHOOL
10-27-30NOVEMBER PROFESSIONAL MEETING
HOME VISITATIONS

The committee working on the Franklin Professional Meeting for this year decided that one worthwhile meeting might be that of home visitations. November is the time selected for the home visitation meeting. Instead of spending from 3:00 to 4:15 in the library attending a professional meeting the time on November 3rd will be spent in visiting homes of your pupils. In the hour and fifteen minutes five visitations can probably be made if one section of the city is selected, more may be made if teachers so desire.

Announce to your pupils that teachers are making visitations in the homes. Probably you would wish to have pupils take you home with them. In some instances, you may need the pupils to act as your interpreter. Make this a friendly call. Go to the home where you think you will do the most good or to the home where you feel you will derive most benefits in the future dealings with the pupil. If, for any reason, you cannot make visitations to the homes speak to the principal about it so that you will be excused from this meeting as from any other professional meeting.

Special teachers may wish to consult with homeroom teachers and in some instances may wish to make the same visit. In the majority of cases, however, it would seem advisable to visit different homes so that more parents may be met and teachers can then report on their visits to other teachers, and thus derive benefits from another teacher's visit.

The report blank attached is to be made out following the visit. Do not make it out while visiting in the home for some people always become suspicious when reports are written out. The purpose of this report is to help you in organizing your thoughts as to what you wish to look for in your visit. It also should prove of value to other teachers who have the same pupil in classes. It may be a report which will be valuable to you or the principal later in the school year. These reports should be made out and left at the outer office by 4:06, Tuesday, November 4th, the day following the visitation. On the part of the blank marked *remarks* is left a space for any item of interest which will help the reader to better understand home conditions.

The principal believes that five visits to the homes of our pupils will be a revelation to many of the teachers. It should help you to better understand the child. This type of professional meeting is an experiment. Your reaction to a meeting of this nature is desired.

(Signed) _____
Principal

FRANKLIN SCHOOL
HOME VISITATION REPORT

Teacher _____ Assignment _____
Pupil visited _____ Date _____
Parent _____ Address _____
Reason for visiting _____

Home Conditions:

Economically:
Socially:
Educationally:
Attitude of family towards call:

Recommendations:

Was the visit worthwhile? In what way?
What is the best attitude to take toward the child?
What can we do at school to help better conditions?

REMARKS:

The reaction of teachers to this plan was very wholesome. The majority of teachers were anxious to make the calls. After their visits they felt that they were more than repaid for the effort exerted. Many of the teachers spent more than the time requested in their visits and many of them made additional calls during the following days. The

teachers' visits ranged in number from two to eleven and a total of 316 visits were made by seventy teachers, which made an average of about five visits per teacher.

In our school system the attendance officer makes frequent calls but these calls are usually of an unpleasant nature and deal with matters of truancy, theft, fighting, trouble arising between pupils on their way to and from school and reports from neighbors and business houses regarding conduct of children. The school nurse also makes visits but her visits usually relate to the physical well-being of the child and her calls are regarding pupils' vaccinations, the need for glasses, trips to the clinic, or calls regarding exclusion from school because of communicable diseases.

The teachers' visits were of a different nature. They referred to the educational welfare of the child. The homes of good students as well as the homes of poor students were visited. These were friendly calls, before the problems of discipline and subject failure had had time to develop. These were "get acquainted" calls. Teachers did not go to the homes without the parents' knowledge of their coming visit. Teachers tactfully announced to the pupils that they were having a visiting day and that they should like to call at their homes. Some pupils then extended invitations to call. These invitations, in some instances, came from the parents themselves. The parents were ready for the teachers, the houses were put in order, and the mothers were dressed for afternoon callers and in a few instances special refreshments had been made beforehand for Mary's and Johnnie's teacher. In homes where the parents could not talk English the pupils acted as interpreters.

Reports by teachers—Following the visits the teacher filled out her home visitation report. These reports were carefully gone over and wherever possible, suggestions of the teachers were followed through. In a platoon school several teachers teach the same pupils so that the visitation reports from one teacher served as information for several teachers. Some interesting comments of teachers were reported. The following are examples:

C. B.: Visit worthwhile. I found that this child with his background is capable of more work.

M. B.: Make school as pleasant as possible for this child. They were cordial but more interested in hearing of their son Johnnie than of their son Charlie.

C. B.: W. did not score well on his recent reading test. The mother said that the child came home crying each day because he did not know what to do with the test after reading it. Mother was very appreciative and wishes to cooperate whenever possible.

C. B.: Mother unaware of child skipping on recent date. She wants to be told if this ever occurs again. She states that they are very dissatisfied with their living in this city as she cannot meet the people with whom she would like to be sociable, due to their own economic conditions.

C. B.: White mice running from under the divan caused the visit to be cut short.

M. B.: They were all anxiously waiting for me.

R. B.: I explained to the mother what I was attempting to do for her boy in reading and outlined side helps for her to give him. This she did, and I noticed a big improvement in his reading that week.

F. C.: G. is particularly interested in drawing and manual training. He should be encouraged along these lines.

A. K.: Help A. to forget home conditions. There were five boys and two girls crowded into two rooms of the Mexican quarters. The children need attention and encouragement.

A. K.: His mother is a widow and took in washing to keep the family. One brother is in jail quite a bit. His mother is ambitious for him. He responds to praise and encouragement. He craves to be a leader in everything.

M. F.: J. has had double pneumonia and has been out of school. His family is poverty stricken. His father is out of work and I am sure the children are often hungry. J. should be given lunch at school. He is now too weak to attend.

V. F.: This is the first time J. has been in a large school system. Last year he was in six different schools. The home was nicely furnished and the mother seemed very glad that I called. They are pleased over the fact that he is now showing more interest.

E. G.: Mother and father separated. Living with grandmother. Grandmother very sweet to child. No reason for her to be so hateful in school.

L. H.: The work of the school was very evident. The little daughter knew so much more about entertaining the visitor than the mother did.

M. J.: Try to help child with cleanliness and health habits.

I. J.: In home economics stress the cleaning of a house as J. does all of this at home.

I. J.: The mother appreciated the visit more than any of the homes I was in. I tried to help her fix a diet for the baby boy just recovering from pneumonia. K. and J. served cocoa and were so pleased when I said, "It is better than I usually make."

K. K.: We must be patient as the I. Q. of the parent as well as that of the child seems to be very low.

E. K.: E. had asked me to come to her home. She is such a sweet, lovable child and has the sort of home I expected.

D. L.: Family seems to get along quite well considering the fact that there are eleven children at home. We were served soda water.

L. M.: This family is being helped by the Red Cross. The mother is an invalid.

P. M.: Make J. realize that she is capable of doing better and worthy of being in a better section.

T. M.: I have asked the mother to come to school and watch the children in their work. If she does not come I am going back to see her and try another plan.

B. M.: The mother could not understand English. The house was nicely furnished with cheap but neat and clean furniture. She gave us some Mexican pottery and invited us to come again.

N. M.: P. was more interested and responded much better this morning (the day after the visit) than he has any day this term.

A. M.: The child has been humored and pampered until he thinks he does not have to work at anything he dislikes.

F. P.: Mr. W. seemed to think that it was not any of my business to visit his home.

H. Q.: Child not interested. Parents know it and make no effort to change situation.

O. S.: They served cake and coffee. Twenty children gathered from the neighborhood to welcome us. We had a hilarious time.

M. S.: Let A. know that the best is expected of her and nothing less will be accepted.

A. G.: This boy has no mother. He and an older brother keep house for their father and themselves. The place was filthy. J. B. took great pride in showing me his pony, dog, bantam chickens and pigs. J. B. said, "Father would not give one of his boys away as long as he could have a place for him to live."

M. T.: It was surprising to find a good radio in a home of these means. After talking of the various programs they told of listening to the Philharmonic Symphony on Sunday afternoons.

Conclusion—It is difficult to measure graphically just how much good is derived from visits of this nature. We are positive in our building, however, that much good came from this contact between teacher and parents. Pupils talked about the visits teachers had made, parents mentioned this fact to the principal, and this was the topic of conversation among teachers for the next week. The teachers made such remarks as these: "Now I know why M. behaved as he did the first week of school," "I will be more patient with J. from now on," "I am going to give L. special work in reading," "F. needs clothes."

✓ School and home cannot be independent one from the other, for there is no marked division line between the school community and the home community. The school is but one part of the child's community life. The pleasant and unpleasant happenings of the school are carried over into the home. The pleasant and unpleasant happenings at home are likewise carried over into the school. Home visitations help the teacher to better understand and better deal with the pupil, for this knowledge of home life can serve as a background in the interpretation of school life.

THE RURAL VISITING TEACHER

DELLA RYAN

Visiting Teacher, Huron County, Ohio

VISITING TEACHER WORK is regarded primarily as a service which benefits the individual child, originating in the school as the result of the recognition of some problem which handicaps the child, and reaching out into the homes of the community. The visiting teacher analyzes the child's difficulty by going outside the school to get information regarding the various influences that are conditioning the child's behavior or response in the schoolroom. Knowledge concerning the home is, of course, of primary importance in making this analysis.

However, more than being a medium between school and home, the visiting teacher must often direct her work through various channels reaching out into the community. Very often she must be a sort of community organizer, especially in the small community where there are few organized social agencies. In order to understand the child and his problem, she must know, not only his home and family, but the community as well. She must know the people, the social forces at work in the community, and all the various influences that are directly affecting the child's growing personality.

Our community—The writer has been fortunate in working as a visiting teacher for the past three years in a rural community. The district is located in a strictly agricultural and typically rural section of northern Ohio, the schools are organized according to the county unit plan, and the visiting teacher is a member of the administrative staff of the county school system. To get a true picture of the work one must think in terms of geography and topography, of roads and distances, and of the automobile. Rural social work of any kind would not be possible without the automobile. But one should be reminded that even with a modern car at one's disposal there are still many unimproved or "mud" roads as the country people call them. And one *must* consider the mud. While the majority of schools in the county are located on surfaced roads, many homes are not, particularly those of tenant farmers, and to homes as well as schools the visiting teacher must go.

A day's work may include getting one's car in a ditch or in deep boggy ruts and then walking a half or three quarters of a mile to ask for help. Sometimes a kindly, sympathetic farmer will come with a team of horses to pull the car out of the ruts. So one must learn discretion, must be able to judge what kind of mud or soil one's car can safely enter. It is often wiser and more economical in the end to leave the car at the end of the "pike" and to walk the extra distance through a lonely lane, or across a pasture, or along

the edge of a cornfield. In the spring or summer months the walk may be quite pleasant but in severe weather it is a disagreeable but necessary part of the day's work. The entire section for one visiting teacher covers about 480 square miles including 19 townships in which are located 46 school centers. Of these school centers 11 are of the consolidated or centralized type and the remaining 35 are small one and two-teacher schools.

Rural school problems—A picture of the rural school reveals a number of problems, distinctly rural, which have been the actual cause and basis for a country visiting teacher's efforts. For these problems and similar ones, not only in Ohio but in other states, the community is responsible, be it county, village, or state. However, we must recognize that while the village and the county can do much for its own problems it is partially helpless and to a considerable extent the victim of an economic situation for which the state alone can assume responsibility. It will be only through the coordinated efforts of rural community organizations, such as farm women's clubs, the Grange, university extension workers, rural boards of education, and above all the directed and intelligent cooperation of rural educators that we shall prevail upon the state to provide rural schools with the progressive education worthy of the environment which country life affords. For many readers, particularly those who are urban-minded, rural school problems may sound strange and in some respects, quite primitive. Nevertheless, we should bear in mind that these are some of the things that concern the educational progress of about 53 percent of America's school children.

Despite improved roads and the automobile, transportation is still a problem, especially for the high-school child. This condition often works a real hardship to the ambitious child in counties where schools are organized on the township plan and where each township does not have its own high school. A case in point to illustrate this will be cited later.

Not infrequently serious problems have their beginnings in a poorly equipped and poorly taught school. The writer is not an enthusiast for the rapid consolidation of country schools and the complete abolishment of the one-teacher schools. We have too long accepted the fallacy that the small one-teacher school is in and of itself an evil, and that nothing can be done about it. Something *can* be done about it, though to abolish them is not necessarily the remedy. It is true that less money is available for the small school, the poorest teachers are frequently placed in them and the majority of them are without adequate equipment. One can readily see that the "problems" coming to the visiting teacher from the one-teacher school are more often incipient in the school than in the child.

County school systems of education in Ohio make no provision for fitting the school to the needs of the backward and mentally deficient child. There are no special or ungraded classes for subnormal children, no special classes for children with poor vision, hearing and other physical handicaps. True, many of the larger towns afford such classes but rural boards of education cannot afford the tuition, transportation, and other costs for the handicapped country child. The skill of the teacher in making adaptations to fit these needs is apt to be the only source for help in making school a happy and successful experience for children who are unfortunate in these respects.

Another problem in rural communities at the present time is the economic condition of the farmer and the increasing difficulty of making the land and its crops support those who till the soil. Many farmers, who before the drouth of 1930 and the low market prices of 1931 were of the fairly prosperous independent type, are now finding themselves without a cash surplus after their taxes are paid. Those whose farms were mortgaged are seeing the mortgage foreclosed and are losing all that has been put into the farm. The tenant farmer (and his number is increasing) is much worse off. He may be able to eke out a winter's store of food from the depleted soil of the tenant farm. If so, he is fortunate, but such necessities as clothing, shoes for the children, schoolbooks, and doctor's services, the local relief organizations are often called upon to provide.

Then there are the problems of isolation, of loneliness and too little social contacts for the farm child, too little recreation, (especially for girls) in an environment richly provided by nature with fresh air, free open space, and a whole laboratory of woods, fields, plants, and animal life. While it is true that much less juvenile delinquency exists in the country community, such as truancy, stealing and the evils of the gang-forming tendencies of city children, there is an influence which is no less anti-social and which may be more dangerous because many are not aware that it is undesirable. This difficulty is the inertia that results from a too colorless existence, from a childhood without play and wholesome recreation, and devoid of the things that stimulate a healthy and creative imagination. Too many country children are growing up unaware and unconscious of beauty. Inner spiritual sensibilities which might be developed and made creatively aware of the poetry and music of nature's world which lies so richly about them, lie dormant and untouched. We have only to look at some of our middle-western farm population, many of whom live out their adult lives in little narrow grooves, unable to see beyond a horizon that is limited by petty prejudices, nursing intolerant and combative attitudes toward change, to realize that it is inertia and stagnation of mind and spirit that presents as serious an obstacle to social progress as the more apparent deterrents that result from delinquency and crime.

Problem children or problem communities—Instead of labeling Ruth or James a "problem child," we should admit that the problem is inherent in the community itself. Many people are responsible for an undesirable situation and only the concerted endeavor of those same people will save the child from being penalized on account of circumstances which he himself cannot control. Let us look at the case of Edward who has finished the eight grades at the Laurel School. He is a good student and has earned his promotion to high school at the age of 13 years. He is required by law to attend school three more years. But Edward's father, a tenant farmer, finds it difficult, in fact impossible to furnish a car and its upkeep to carry the boy daily to the nearest high school which is eight miles away in another township which does not provide transportation for non-resident pupils. The local board of education in Phillips township where Edward lives does not provide transportation for high-school pupils because it is not so required by law and they do not wish to establish a precedent in Edward's case. The compulsory attendance law affects Edward just the same and he is required to go to school, regardless of what school or where, until he is 16 years of age. Under similar circumstances many parents decide to return the child to the elementary school where he marks time until old enough to obtain a working permit. At that time he leaves school with a feeling of relief, with a distaste for lessons, and with acquired habits of idleness.

Temporary relief of Edward's situation may be arranged by the visiting teacher although the real problem is not solved until the state alters its laws regarding transportation of pupils. It may be that some kind-hearted neighbor may be persuaded to let the boy ride as a free passenger in the car with the neighbor's children, or it may be securing a place in the village where the boy may live and work for his room and board. In another case, the fifteen-year-old boy was persuaded to ride his bicycle twice daily the two miles to the corner where he could meet the school bus. When he lost his bicycle in a fire he walked the two miles the remainder of the school year, leaving home at 7 o'clock in the morning. When he was 16 he got his working certificate, was disgusted with school and glad to go to work.

Constructive plans and procedures—The visiting teacher uses every opportunity to encourage progressive school methods in the one-teacher school. The more education becomes child-centered, the fewer "problem children" we will have, be the school large or small. For example, there is a one-room school in the county, located on a sequestered road, with beautiful woods in the background. The children go to a lovely spring nearby to carry their drinking water to the schoolhouse. They learn many of their lessons from nature's book, correlated in numerous ways with the schoolroom. They study

birds in the laboratory of the woods. On excursions the pupils gather wild flowers along the roadside, then return to the schoolhouse to write about the excursion in their English lesson or to sketch the different things seen. They put the victrola by the window and dance folk dances under the trees outside at the noon hour or recess. There are only 14 children of varying ages from 6 to 13, but they are like a small family, playing together and working on many projects together as one class. There have been several children reported to the visiting teacher from this school where additional individual study and consultation with parents has been desirable. But the difficulties have been reduced to a minimum because of the teacher's skill in adapting her whole school program to fit their individual needs.

One of the most worthwhile projects of the visiting teacher has been the establishment of libraries in the small one-teacher schools. Books are obtained from the Travelling Library Division of the State Library and they are parceled out in small sets which are exchanged every month or two. Good literature and children's stories of the best type are thus provided for boys and girls who would otherwise go through their school years without them. A county reading club has been organized and every boy or girl who reads ten new books during the year and reports on them becomes a member of the club. At their annual or semi-annual meetings the children come together from the various townships to dramatize interesting stories or to represent famous book characters.

The handling of cases of sudden distress, serious illness, accident, or death is generally attended in country communities with generosity and whole-hearted sympathy. However, the relief of chronic poverty due to poor management or ignorance is seldom accompanied with a constructive plan and is too apt to be governed by personal prejudices. In cases of long-time relief, attempts to get rid of the situation are commoner than patient efforts to remove the causes of dependency and to help make the weak individuals self-supporting. Much relief is handled through the school and large amounts of clothing (privately collected) are distributed every winter by the visiting teacher. We have in the county a large section of marshland, owned by a large corporation which imports cheap labor from the mountain districts of Kentucky. These people, who are descendants of the oldest Americans, Scotch and English settlers who in the early westward movements of the country settled in the remote hill districts of the Appalachian ranges, are often called "mountain whites" or "poor whites." The labor in the marshlands is seasonal and during the winter months the families suffer a period of distress when there is no income from the onion and celery fields. Housing and shelter is altogether bad and inadequate. The problem of relief, food, clothing, adequate care in sickness rests with the

community. One can readily imagine that the children coming from these homes would present a multitude of problems and the visiting teacher is frequently called on to help in organizing and coordinating the various offers to furnish relief that come from volunteer sources. For the past two years a special state-aided school has been maintained in the district. This school proved to be the logical center for relief giving and an effort has been made by the teachers to see that it is constructive and educational. During the winter months hot lunches were provided for the children at the schoolhouse. All the boys and girls shared the responsibility for the preparation of the lunch. Those who could, brought contributions from home, such as vegetables, milk and such things as they did not have to buy. The planning of the meal was correlated with arithmetic and English lessons by organizing the children into committees with responsibility for the various tasks in preparing the meal and cleaning up the kitchen afterwards. The help of volunteer organizations, such as farm women's clubs, church organizations and many others, was utilized and through them much food and clothing was provided.

The homes of all the children were visited by the two classroom teachers and the visiting teacher so that home backgrounds and attitudes of parents were thoroughly understood. A parent-teacher association in an adjoining township became interested and did a great deal of home visiting, making weekly trips into the "marsh," (the district is almost inaccessible in winter months because of the deep peat-like soil) sometimes walking and carrying food and clothing to the suffering families.

There can be no set plan to show the various ways in which the rural visiting teacher tries to help the country school meet the needs of the retarded or subnormal child. Here again, there are difficulties which go beyond the control of the teacher or even of the local community. In specific cases it is wise to re-adapt the curriculum, and to depart from the standardized requirements. Much depends on the readiness of the teacher to set these aside and to discover spontaneous interests and aptitudes in the child. Tests are frequently given, both individual and group, but used more as a means of pointing out certain facts about the child than to apply any sort of inflexible measuring rod. These tests often reveal aptitudes that call for such things as manual work and the various special class methods. Sometimes tests help to convince the teacher that she needs to keep her program flexible and to offer opportunity to children to do well so that they will not leave school with a feeling of failure. The mentally deficient are helped to make successful social adaptations, to learn how to get on with people, and to work with the hands. In a few extreme cases, commitment is the only solution and this the visiting teacher handles with parents, the court, and the proper state institutions.

The creating of recreational facilities in a rural environment has a positive effect. The more people play together and experience the zest that comes from wholesome fun the more they will want to play. Country people need very much to learn how to be natural in their play. The country theatre is one of the finest avenues of approach to develop the spirit of play. Where can we find more beautiful settings for community theatres than in the woods and fields which so frequently lie in close proximity to the country school?

Some experimentation in this respect has been attempted by the writer. One year during the summer months all the village high schools cooperated to create and to produce a pageant for the county fair. Not only school children but adults of the communities took part. The pageant portrayed local history, old time dances and country customs were revived and culminated in a colorful and picturesque presentation of such things as the old fashioned "husking bee," a wedding "in-fair" procession and the old time singing school. It proved not only entertaining but an event of much merry-making for the participants. A growing interest in good dramatics for children is developing in the county and the Federation of Farm Women's Clubs is cooperating with the schools to create a committee on dramatics whose purpose it is to provide teachers with good children's plays and books on games and recreation.

Conclusion—Much of this work may appear to be merely ameliorative and it is, in one sense—an attempt to salvage children from certain inadequacies that exist in the general set-up of a school system and for the removal of which the state is alone responsible. But these reforms are slowly brought about, in fact are only brought about, through a public opinion.

Some may conclude that the major emphasis of a rural visiting teacher's work is placed on the community aspect of it. This is by no means the case. Always the welfare and personality development of the individual child is kept uppermost in mind, but an attempt has been made in this paper to show how important it is to know the community well in order to understand the child rightly, to get the "feel" of his environment. Above all, we must realize that the happiness and success of *every* individual school child depends largely on the measure in which the community shares in bringing about that happiness and success. And nowhere does *every* parent, *every* adult, as a community member, have opportunity to share in this actual experience, as do the farm men and women of our rural communities.

THE VISITING TEACHER IN NEWARK

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THE VISITING TEACHER is a comparatively new arrival in the field of education. Her appearance marks a new emphasis in education, an emphasis that places responsibility on the school for the development of the child's personality as well as the development of intelligence. The school of today has broadened its scope and no longer is willing to confine itself to the three R's. It has dedicated itself as well to teaching the child how to live in harmony with himself and those about him, thereby enabling him to attain full use of his capacities. A child who is precocious will often fail to achieve distinction in later life because his high intelligence is attached to an unhappy, distorted personality; another passes successfully through our schools, yet is emotionally so immature that he enters adult life ill-prepared to meet its responsibilities; a third, because of emotional problems, never learns in school to use his intelligence to a maximum and goes through life resigned to unnecessary failure. To deal adequately with this aspect of education, the school must function in close cooperation with the home, for it is in the home that the child's emotional patterns take form. To establish this close cooperation between home and school is the function of the visiting teacher.

Types of cases—In every classroom flourishes the unadjusted child, that is, the child whose emotional life is disturbed and whose energy flows in channels obstructing the best school accomplishment. He may be the show-off who constantly demands the teacher's attention, cuts up for her benefit and that of his fellow pupils, insists upon reciting whether he knows the answer or not, and indulges in all the other antics so familiar to every teacher. On the other hand his emotional difficulties may lead him into the opposite form of behavior and cause him to be excessively shy and sensitive so that he lacks the self-confidence necessary to utilize his abilities, or he may give way to day-dreaming because reality lacks satisfaction for him, and in spite of his physical presence in school he is actually never "all there."

There are also children whose unadjustment takes the form of lying, stealing, truancy, and other types of behavior which mark them as obvious and alarming problems. Not lack of intellectual, but lack of emotional development converts all these children into bad educational risks who will yield a poor return on the effort the school invests in educating them. The most perfect curriculums will continue to fail in their education unless their emotional energy is freed for intellectual purposes. Failure in arithmetic, for instance, can often be traced back to over-emphasis in the home on school

success or unfavorable comparison with a brighter and better loved brother or sister; or to excessive indulgence, which has prevented the child from realizing that success outside the home can come only through his own effort. Such situations do not present an academic problem but a problem in adjusting the child's emotional life.

Frances, in the second grade, was having difficulty in learning to read. Her parents, college graduates, were greatly alarmed for, if Frances was not easily successful in the lower grades, what disaster might not overcome her in high school and college? Family pride was obviously involved. Each night one of her parents struggled with her over her reading, but she responded very little to their efforts. Why should she? A baby sister had recently arrived and Frances no longer had the stage to herself and only these lessons each night gave her the attention she craved. Not to read served a very real purpose, and Frances was unconsciously determined not to alter a situation that gave her so much satisfaction. Hence, the first step in teaching Frances to read was persuading the parents to discontinue their tutoring and any reference to reading, and instead to deal with the jealousy situation by giving Frances attention in other ways so she might know she counted as much as the baby. It was not long before Frances responded to this treatment and once she felt secure with her parents, she proceeded in reading at a natural rate.

Edward, thirteen years old, in 7B, was surly, defiant, and failing in his work. His father, a Polish immigrant, was ambitious for his children, but hot-headed and severe in discipline. He always beat Edward harshly and was particularly severe when Edward brought home poor report cards. Edward admitted he hated school. He thought his teachers did not like him. His only interest was in electricity and gym. Psychological examination revealed two years intellectual retardation. A far greater handicap to the boy's future however, was his hatred and resentment of all authority, a hatred which had been developed in him by his father's extreme discipline. This boy's problem was approached by explaining to the father that Edward's ability lay in non-academic fields and that his greatest need was a sense of his father's confidence and affection. The father was able to change his tactics because his affection for the boy was very real. At school his teachers placed little emphasis on academic work and instead undertook to give him a more adult attitude toward authority. Three months later, when he was fourteen, he entered vocational school, where his interest in electricity stimulated his effort and gave him a sense of success impossible in the academic field. Most important, however, is his changed attitude. His improved status in home and school and his success in school work has built up his self-respect so he no longer feels the world is against him. With a fuller development of his present attitude his adjustment to a future employer should not be difficult.

These cases are presented to indicate that successful education must deal with the emotional obstacles that interfere with the child's adjustment to school.

Visiting teacher's method of work—In order to get at the causes of unadjustment, the visiting teacher makes a study of the child's life. This study includes an investigation of his earlier school behavior, his school progress as revealed by marks and attendance. A study then is made of his home, where the visiting teacher attempts

to learn something of the environment in which he lives, the sort of discipline he has known, the various ways in which his parents have indulged or discriminated against him and his relationships with all members of the family group. The feelings the child has developed for or against his parents and his brothers and sisters are the feelings he brings to school. They motivate his behavior and determine his reactions to his teacher and to his classmates. If he is to adjust to school he must first adjust at home. The visiting teacher does much of her work with parents, helping them to recognize the fundamental causes of the child's difficulties and pointing out ways of dealing with him which will straighten out the confused family relationships interfering with the healthy development of his personality. No over-night miracle can be accomplished however, and usually it is necessary for the visiting teacher to continue her contacts with the parents over a period of months.

After a study of the home has been made, a physical examination is given the child to reveal any physical defects that may be contributing to his problem. If there is a question of proper grade placement, a psychological examination is made. The visiting teacher then confers with the principal and teacher and in light of what is now known of the child and the sources of his problem, plans are made for helping him straighten out his difficulties at school. With a knowledge of the child's background and an awareness of his strivings and conflicts, the teacher is in a better position to develop with him a healthy teacher-pupil relationship, which always must be established if the child is to make a wholesome adjustment to school.

Emphasis on work with younger children—From the standpoint of both child and school, it is economical to straighten out difficulties at the beginning of the child's school career because the problems of younger children are easier to clear up than the more fixed behavior of older children. Furthermore, the school is spared an initial waste of its efforts through failure of the child to live up to his capacity for good work and desirable behavior. The visiting teacher therefore often places the emphasis of her work on the problems of children in the kindergarten and primary grades.

Type of school—The sources of a child's difficulties are not peculiar to homes where poverty and ignorance prevail, but are found in equal variety and seriousness in families where the parents give the child everything intelligence and money can provide. The problem of children in poorer neighborhoods is often intensified by the larger social problems of the community, inadequate income, broken home life and poor recreational facilities, yet schools in well-to-do neighborhoods show the same number and range of problems. Visiting teacher service is applicable to any school and the most enthusiastic support often comes from parents who are educated

and in a position to carry out fully the recommendations the visiting teacher makes. Therefore, when visiting teacher service is first introduced into a school system it is advisable to initiate it in schools in comfortable or well-to-do neighborhoods. Its application to schools in poorer neighborhoods is more obvious and its extension to these schools will naturally follow.

Training—Just as the teacher in order to teach successfully must have a certain theoretical background and certain skill in the use of pedagogical technics, so the visiting teacher in order to perform her work successfully needs a knowledge of the emotional causes of human behavior and skill in the technics of investigation and treatment of behavior problems. Such training can only be obtained at a professional school of social work.

The teacher can profit immensely by having a thorough understanding of the emotional problems of childhood. Then she can apply mental hygiene principles to classroom situations. She can develop her pupil-teacher relationships on the most constructive level and assist each child to make his best possible adjustment to school. Discipline will cease to be a bug-bear and will become a natural and stimulating phase of the art of teaching. Complicated problems presented by individual children can only be adequately dealt with by a trained visiting teacher who gives full time to the work.

The visiting teacher as a force in the community—The visiting teacher draws on the various resources of the community in her effort to straighten out the problems of individual children. She may make a contact for one child with the Boy Scout leader, the "Y," the settlement house, or playground director, and in her work with another child may make contact for his parents with the organized charity groups or any other agency equipped to handle the family's individual needs. She works with probation officers, ministers, physicians, summer camp directors, and others whose interest may assist the child in making his adjustment. The visiting teacher is a natural channel of communication between the school and the community. The major share of her contacts, of course, are with parents in the discussion of the problems of individual children. She may also hold regular meetings with groups of parents to discuss principles of child guidance. Her value to the community however, is the indirect contribution she may make through her ability to help children in adjusting to school. Healthy adjustment to school involves the fundamental adjustment to life; for in adjusting to school, the child must make his social adjustment to his contemporaries, must make his adjustment to authority and develop a healthy acceptance of his personal limitations without feelings of inferiority or resentment. In adjusting to school, therefore, the child is adjusting to the life of the community.

THE VISITING TEACHER IN MINNEAPOLIS

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THE VISITING TEACHER is the inevitable development of a great social movement in the school field. Following the establishment of free schools, and the passage of compulsory education laws, the school became conscious of the necessity for modifying the standardized type of instruction, up to that time considered satisfactory for all children. Special educational facilities have been set up for those children who are handicapped physically or mentally. School health services, physical training, recreational programs, and vocational education have followed in due course, together with the development of socialized attendance departments, staffed with workers trained to search for and treat causes rather than results.

In spite of modifications of curriculums, ability groups, and special educational facilities, all aimed to fit the school to the child, it became apparent that in many cases the school was still failing to achieve its objectives. Personality difficulties within the child or undesirable factors in the home or community often thwarted the school's efforts. School principals and teachers came to realize that the cooperation of the home was essential in carrying out any remedial program. So the visiting teacher, because of her dual training as a teacher and social case worker, was introduced to assist school principals in studying and treating the children whom, in spite of various modifications, the school did not fit.

Early development of the work—The initiation of visiting teacher work in the east in 1906, largely under private auspices, was followed a few years later by the establishment of the work under boards of education in the east and middlewest. Minneapolis educators, always eager to adopt modern educational methods, became interested in this new specialist. A demonstration of visiting teacher work in 1916 by a philanthropic citizen¹ who volunteered her services, first in the Adams Elementary School and later in the Franklin Junior High School, proved to the satisfaction of local educators that this work was highly desirable and school principals became very anxious to have this service.

Preparatory to the assignment of the first visiting teachers in 1917, comprehensive surveys of two congested school districts were made by a trained case worker on the staff of the attendance department. In her report she cited situations which she felt afforded typical visiting teacher cases, "irregular attendance, cases involving immorality, alleged poverty, retardation, or other school maladjust-

¹A former member of the State Board of Control, Caroline Crosby.

ments not properly assignable to either attendance officer or nurse, prevention of ill-advised relief work; the organization of wholesome recreation; the establishment of cooperation between the schools and social agencies of the district, the interpretation of the home to the school and of the school to the home."

As a result of these surveys, visiting teachers were assigned to two schools (in foreign districts) where intensive work was greatly needed and where the principals, realizing the vital importance of frequent contacts with the homes and social agencies, were eager for such help.

In 1919, it was brought to the attention of an elementary school principal that more children were appearing in Juvenile Court from her school than from any other school in the city. This district was a badly congested one close to downtown, composed largely of tenements, rooming houses and apartments, where many of the homes were broken or unstable. A questionnaire on leisure-time activities revealed the fact that less than 25 percent of the pupils were connected with any recreational agency. A conference called by the school principal of all social workers in the district and representatives from the parent-teacher association, churches, park board, and character building agencies resulted in a concerted effort by all these groups to connect the children with suitable recreation, and to remove certain undesirable influences. The first direct result was a recommendation by the committee for a full-time visiting teacher instead of service one day a week; and increased visiting teacher service was granted by the school board.

Following the establishment of visiting teacher work, first as a division of the attendance department, and recently as a separate department responsible to the superintendent, there has been a slow but steady growth in personnel and in standards of work. In 1923 the board of education established the policy of including a visiting teacher in the faculty of each new junior and junior-senior high school.

Present organization and procedures—The department's present staff includes a half-time supervisor, sixteen full-time and three half-time visiting teachers. These workers are assigned to one or more schools, depending on the enrolment and character of the district. Of the thirty-nine schools having visiting teacher service, twenty-five are elementary, ten junior highs and four junior-senior highs. In 1929, a visiting teacher was assigned to the department of special education to serve schools for the crippled, deaf, blind, and tubercular as well as the special classes for retarded children.

Problems are referred to the visiting teacher by principals, teachers, special school workers, parents, and social agencies. Sometimes the child himself comes to her for help or to enlist her interest in

a friend who has gotten into difficulty. Among the reasons given most frequently are the following:

Behavior—stealing, lying, disobedience, defiance, and truancy

Personality difficulties—sullenness, indifference, temper tantrums, self-consciousness, day-dreaming, seclusiveness, and nervousness

Poor scholarship—excessive retardation

Home conditions—interfering with normal progress of pupil in school

Lack of wholesome recreation

Need for scholarship aid—book loans, car fare, lunches, scholarships.

How does the visiting teacher set about to help the child referred to her? First of all, she learns all she can about his physical, intellectual, and emotional life as revealed in his school, home, and community relationships. She consults principals, teachers, and special school workers, as well as school and social agency records. She observes the child, when possible, and usually interviews him before visiting the home.

The knowledge, gained through her close connection with the home, the school, and the community, prepares the visiting teacher to interpret to the principal and teachers the difficulties under which the child is laboring.

After a careful study of all the factors involved, the visiting teacher attempts to analyze the underlying difficulties in the situation and to work out with the principal a plan of treatment to be carried on with the child, the home, and the school.

1. *Help of school staff*

The plans of the visiting teacher can be carried out only with the whole-hearted cooperation of the school staff, the home, and community agencies. The school nurse, the attendance department, the psychological clinic, the child guidance clinic, and the department of special education are all of invaluable service in treatment work. However, the most important person to carry out the proposed plans is the classroom teacher who, next to his parents, deals with the child more hours of the day than anyone else. The visiting teacher may suggest various plans, but upon the skill and understanding of the classroom teacher depends the ultimate success or failure of these plans.

2. *Changing emphasis in study and treatment of problem children*

During the past decade, the emphasis in work with children who present problems of behavior, has shifted. Instead of treating truancy, stealing, lying, and sex difficulties as major problems in themselves, it has been recognized that these overt acts are but symptoms of underlying difficulties in the child's life associated with unsatisfactory situations in his home, school, or community relationships. The aim of all modern students of behavior to discover the "why" of an act, is largely the outgrowth of the child guidance movement.

Minneapolis visiting teachers have long been interested in child guidance and took an active part in the establishment of such a clinic in the Minneapolis school system. They have worked in close cooperation with the clinic, preparing social histories on problem children whom they referred to the clinic, and carrying out treatment measures recommended by the clinic.

3. *Visiting teacher as liaison worker between school and home*

The visiting teacher is in a strategic position to urge the clinic approach in the treatment of problem children upon both teachers and parents in her almost daily contact with both groups. The visiting teacher usually works in close cooperation with local parent-teacher organizations and turns to this group for assistance in school welfare activities, scholarship aid, money for free lunches, glasses, and gym equipment.

4. *Work with the home*

Since the most important factor in the life of the child is the home, this is the keystone in any program of treatment. Without the fullest cooperation between the home and the school, little can be accomplished. The school has the child only five hours each day, whereas the home is responsible for the other nineteen hours.

What can the visiting teacher do to help the parents in dealing with Johnnie or Susie who is not getting along well at school? It depends upon the circumstances of each individual case, but the first endeavor is to interpret the purpose and ideals of the school to the home, and to point out the special abilities and limitations of the child, as revealed by his school progress and test records. The visiting teacher explains the teacher's point of view in regard to the child's difficulties and the reason for changes in school or class. She enlists the parents cooperation in planning more satisfactory activities for the child in his home and community life.

In some cases it is necessary to modify the attitudes of the parents which are affecting the child adversely. Sometimes, the correction of poor habit training or changes in physical arrangements in the home, are essential to remove emotional strain. Much of the success or failure of treatment plans depends upon the tact and resourcefulness of the visiting teacher. When she has won the confidence of the family, she often becomes the friend and adviser of all members of the group, and is called upon over a period of years for advice on other problems than those directly affecting the child in question.

5. *Community relationship*

Community facilities, indispensable aids to visiting teachers, can only be mentioned briefly. The agencies responsible for health, child protection, family relief and service, religious education, and recreation are called upon almost daily by visiting teachers. The visiting teacher usually represents the school in conferences with social agencies and handles contacts with these agencies at the request of the principal. Probation officers consider the visiting teacher an invaluable source of information in regard to children appearing in Juvenile Court, as well as a source of help with those on probation.

The relationship between the Minneapolis visiting teachers and the Juvenile Court has been unusually close and helpful. In 1921 the plan of having school cases handled informally by the chief probation officer was initiated, and was found to be of great assistance in cases where it seemed advisable to enlist the help of some authority outside the school system. After a friendly conference between parents, child, school representatives and probation officers, it was seldom found necessary to bring the child before the judge for violation of the rules laid down at the conference.

As school workers have become more skilled in the study and treatment of behavior, the reference of these cases for an informal hearing has greatly decreased. Judge Waite of the Juvenile Court commented recently on the fact that so few children are now brought before him for truancy or other school difficulties. He credited this fact largely to the preventive work being done by visiting teachers and attendance officers in the Minneapolis schools. Such results would be impossible without the whole-hearted cooperation of the school

staff and of various agencies dealing with children, and Minneapolis visiting teachers are very fortunate in having such groups as the Big Brothers, Big Sisters, the Y. M. C. A. and Y. W. C. A., the Boy Scouts, Girl Scouts, Camp Fire Girls, and a host of other splendid organizations which can be relied upon for assistance.

Summary—The visiting teacher is the inevitable result of a great social movement in the school field. As the objectives of education changed, modern educational systems found it necessary to initiate special departments and services to deal with exceptional children who did not fit into the standardized curriculum. The visiting teacher is one of the newer specialists, whose earlier objectives often emphasized the improvement of irregular attendance and unsatisfactory home conditions, the prevention of ill-advised relief work, and service as a liaison worker between school, home, and community. The distinct field of the visiting teacher is becoming more clearly recognized as that of *aiding the school in the adjustment of problem children*. Because of her close contact with the home and the community she brings back to the school information regarding *the whole child*, his physical, emotional, and intellectual life, as she finds it revealed in his home, his neighborhood, his work and play groups, as well as in his school setting.

Problems are referred to visiting teachers by principals, teachers, special school workers, parents, social agencies, and sometimes requests for help come from the children themselves. The reasons most frequently given are behavior, personality difficulties, poor scholarship, home conditions, lack of wholesome recreation, and need for scholarship aid.

The emphasis, during the past decade, has shifted from the consideration of overt behavior as a problem in itself, to a search for the underlying problems of which the behavior is symptomatic and treatment based upon these findings. The child guidance movement has been of great value to the schools in indicating the scientific methods used in a complete study of the child, preceding diagnosis and treatment. Minneapolis visiting teachers follow clinic methods in the study and treatment of behavior problems.

The physical and mental health of children cannot help but be adversely affected by the economic and emotional strain under which many of their parents are laboring at the present time. On this account, there is an additional reason for the school, and community agencies to do all in their power to aid the home in ameliorating these distressing conditions affecting both parents and children.

Educators, parents, and social workers must work more closely together than ever before, on a cooperative program which will enable the children to achieve their maximum development in spite of existing handicaps, and to become well adjusted and responsible citizens of tomorrow.

THE ATTENDANCE OFFICER

A. J. WILLIAMS

Principal, School No. 9, Buffalo, New York

AN IMPORTANT DUTY of the principal is to sell his school to his community. Parents and the public generally must look to the school as a major center of social stability and enlightenment. Although the principal may be in a fine sense "a good salesman" his constructive efforts are often lost because of the inability of other school workers to establish effective community contacts. There is, then, the problem of the principal using, advising, and guiding such helpers as the attendance officer, the visiting teacher, and the school nurse so that they contribute in a positive way to the school's work.

The attendance officer at work—Many schools have no visiting teacher, and in these cases the attendance officer acts as the chief liaison officer between the school and the home. In spite of all our efforts to get parents to visit the school he is, many times, the only representative of the school to see them. Consequently, in the minds of many people, the school *is* the attendance officer.

The old idea of an attendance officer was a hard-boiled policeman who scouted around the streets and alleys and dragged in the unwilling victims of the wanderlust. Today the ideal attendance officer is the one who, by less show of authority and more diplomacy, persuades the parents and children that it is the right thing for the boys and girls to be in school regularly.

The modern school helps to lighten the work of the attendance officer, because today most children want to go to school. But there still are some cases he must straighten out. The following examples illustrate how the officer does more than simply try to keep children in school:

Edward—He was about 12, lazy, sullen, and inclined to take things. One day a fountain pen was missing, and Edward was suspected. Although he stoutly denied taking it, we finally found someone who had seen him take it, and he was given an hour to return it or be expelled from school. He returned the pen, but next day was not in school. Our attendance officer has several other schools, so it was three days before he could investigate. The investigator found that Edward's mother thought he was in school, since he left home in the morning and did not return until late afternoon. Further investigation showed that Edward was playing around the railroad yards with a gang, and stealing his food. His mother said she could not control him, and signed a permit to have him sent to a reform school. The easy way would be to send him away, but was that best for the boy? The officer brought him to school and after a talk with him we decided to try him again. Three or four times during the year these difficulties have been repeated, but each time Edward showed some improvement.

Two years have gone by and today we find Edward in the eighth grade ready to be graduated next June. There have been no recent complaints from any of his teachers. It has been said that he is a

new boy. Judging by present appearances he *is* a new boy. It is not difficult to imagine how easily the old-type of officer might have confirmed Edward in his hate for work and his tendency toward stealing.

Mary—She was about 15 years of age, well-developed physically, but with an I. Q. of about 80. She became "boy-crazy" and one day Mary was absent from school. Investigation by the attendance officer discovered the fact that she had gone for an automobile ride with a strange man, who had kept her at a road-house over night. Her parents, who were decent people, were heartbroken. What to do? Should she be sent to a house of correction? It seemed best that Mary should not stay at our school for her shame would soon be common knowledge. Since our attendance officer serves four or five nearby schools Mary was sent to one of these schools with the knowledge and consent of the principal. These changes took place over a year ago. Since that time Mary has behaved in an exemplary manner and, so far as we know, has had no trouble either in school or out.

Our attendance officer considers his duties to include: (1) to keep children in school unless they are sick; (2) in cases of illness, to see that the children have proper care so that they may return to school as soon as possible.

R. Family—Three boys were unaccountably absent the other day. When our officer visited the home the mother reluctantly admitted that the boys had no pants to wear to school. One line of action would be to notify the parents that the boys must be in school, wait the required length of time, and bring legal action. Another is to notify some charity organization, which, after due course of investigation, might supply the necessary clothes. Our officer does neither of these. For several years he has maintained in one of the schools in his district a supply of second hand clothing which has been donated by the wealthier people of the district, and he is able at once to supply the necessary pants. Thus the three boys, who might have been absent from school for two or three weeks, are back in school the next day.

Irene—She had been absent two or three days, and none of her classmates knew what was the matter. Our officer investigated and found that she was apparently very ill. The mother said she could not afford to have a doctor. The nurse was asked to see her, and reported that Irene probably had scarlet fever. The case was referred to the city hospital. Irene was in the city hospital for six weeks. The prompt check-up by the attendance officer probably saved her life.

One afternoon about 1:30 the writer's telephone rang. Upon answering, a man's voice bellowed, "If you send that truant officer to my house again I will knock his block off." What now? Investigation disclosed the following facts. Sara, a Polish girl of about 15 years of age, had been absent for one or two days per week for several weeks. Each time she brought an excuse signed by her mother stating that Sara had been sick. The teacher finally decided that the case should be investigated and gave the record to the attendance officer. When the officer questioned the mother about Sara's absences she at first maintained that the girl had been sick. When the officer asked why Sara was always sick on Monday the mother became angry and told him that she would keep the girl out any time she wished.

"Well," said the officer, "if that is the way you feel about it the only thing I can do is to give you a summons to court and let you tell it to the judge." The woman became abusive, whereupon the officer left after telling her that if Sara should be absent again she would have to have a doctor's statement, or she would be summoned to court. Sara was regular in attendance from then on.

Conclusion—From the cases cited above we may now arrive at some of the guiding principles in the selection and work of an attendance officer.

(1) The attendance officer must have an abiding interest in children and a high regard for their rights. He is one of the buffers placed between children and society, and must help absorb the thrusts of certain unscrupulous forces that attempt to rob children of their rights.

(2) He must be a "good salesman," able to persuade people through a proper presentation of the facts, rather than by the display of force.

(3) As a corollary of (2), the attendance officer should have a pleasing personality.

(4) He must be willing, at times, to make calls outside his regular hours. For example, William's attendance was very irregular, and, although he always brought an excuse apparently signed by his mother, we became suspicious and reported the case to the attendance officer. He went to the house, but could find no one in. After two or three visits he made inquiry in the neighborhood and learned that the mother was the sole support of the family and that she worked all day. He, therefore, made an evening call, and discovered that William's mother knew nothing about his absences from school.

(5) Finally, there are times when the attendance officer must be a stern representative of the law.

THE CHILD is entrusted to the school by society for education and training. Development, once viewed in a narrow sense, today signifies the mental, physical, moral, and social sides of the child—the whole child—the evidences of which, as observed in current practise and accomplishment, are, indeed, quite amazing.—John S. Herron, Chapter IX.

HOME CALLS OF THE SCHOOL NURSE

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WHAT PHASES of the school nurse's work are most helpful to principals? In answering this question the nurses of the Spokane schools interviewed a number of elementary school principals. It appears that "home calls" is by far the greatest single aid from the viewpoint of the school head.

There are two types of visits to the home: (1) those dealing with health problems, such as control of contagion, correction of defects, and preventive measures; and (2) those concerned with social problems, such as maladjustments between school and home, child and school, or child and home.

Health problems—The principal needs to have more information about an absent pupil. The nurse calls at the home and makes a preliminary diagnosis of scarlet fever. The neighbors have assured the mother that the trouble is just a stomach rash. The nurse explains the need of expert diagnosis not only for the child's care, but for the protection of the family. Usually there is no difficulty in getting the family to observe a temporary quarantine until the family physician or health officer arrives. The procedure keeps visitors away and hence reduces the number of contacts. The school and individual attendance for the neighborhood is improved because of the family's cooperation.

A particular physical defect of a pupil may be evident to the school authorities, yet the family may not realize the importance of the handicap to the child. Or perhaps the parents have not known just how to proceed in getting the right information concerning the correction. The school nurse is in a position to give or to get the necessary advice. A kindly interest in the family and the child is a fundamental factor in getting the confidence of the family. With knowledge of the background of the perplexing case the nurse can usually obtain parental cooperation. The child's health improves so that he is able to attend school regularly and to avoid repeating. The continuous oversight which follows the correction tends to rebuild health habits, helps to overcome discouragement, and assists in eradicating mental attitudes of inferiority.

The preventive program consists of the information and intelligent encouragement given by the nurse during the home call. The mother in her home speaks frankly and confidentially on many debated questions. The conflicting stories that have been told over the back-yard fence are told to the interviewer. These upsetting stories can be handled by the nurse so as to benefit the whole family.

Often the problem involves one of the common health habits. For example, a child feels ill or becomes weak during the hour before noon. The home call too often reveals that the child had no breakfast or an inadequate one. The family may not have realized the importance to growing children of a regular, balanced breakfast, which is thoroughly masticated and eaten under happy conditions. If the problem is a financial one, the nurse is in a position to suggest the means for adding to the diet the element needed at home or at the school. If ignorance or indifference are the causes then usually a "word to the wise is sufficient."

Social problems—This group of difficulties subdivides into the following types: financial problems, family social maladjustments, and neighborhood social problems.

The financial problem may be caused by the unemployment, absence, or death of the father. Or the mother may be absent from the home the greater part of the day, either to add to or to earn the income. The child hears these financial problems discussed at home and knows that he cannot enter into certain activities because of lack of funds. He may assume an attitude of sullenness or defiance to cover the fact that he cannot do as other children do. When the financial situation is reported to the principal he can often make adjustments which help the child to forget the assumed mental pose.

Another family problem is the difference in standards between two generations within the home. This condition causes such unhappy situations that the school child usually reflects the conflict. Especially is this true where the grandparents (whether native born or not) have some authority. The child may assume a listless and indifferent attitude, or sometimes be openly defiant and obstreperous. The nurse visits the home and examines the disturbing factors. With her help the principal is in position to interpret the child to the home in such a favorable light that the conditions are greatly relieved.

The neighborhood social problems may be based upon racial, religious, or financial differences, or variations in family standards, and other social conflicts. The nurse through her visit gets the story. With her counsel, the resources of school, and the constructive forces of the community, the principal can do much to counteract adverse sentiment and neighborhood tradition.

Conclusion—The nurse's special training is the key that opens many doors. Since most families today have had some experience with emergencies, the nurse is a symbol of friendly help. This friendliness gains the information and cooperation of the family which can be turned to the advantage of the school's program. In an atmosphere of understanding between school and home the pupil can develop and grow satisfactorily.

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CHAPTER V

THE PARENT-TEACHER MOVEMENT

THE PARENT-TEACHER ASSOCIATION AND THE PRINCIPAL

THE PRINCIPAL'S ROLE IN A CHICAGO UNIT

AN INTEGRATING FORCE IN MILWAUKEE

A STUDY GROUP IN OAKLAND

COMMUNITY PARENTHOOD IN SAINT PAUL

UNIQUE PLANS IN HIGHLAND PARK

ACTIVITIES OF A STATE ASSOCIATION

LOCAL, STATE, AND NATIONAL RELATIONSHIPS

THE PLACE OF THE NATIONAL ASSOCIATION

EDITORIAL COMMENT ON CHAPTER V

Chapter V presents some typical illustrations of the parent-teacher movement in action. A majority of the contributors to the chapter tell of the activities of a single organization in connection with a specific school situation. One or two writers touch upon the activities of the city and state councils. The final article presents the work of the National Congress of Parents and Teachers.

The general impression from reading this chapter is that the parent-teacher movement is a sturdy ally of modern education. Through the movement teachers and parents unite to examine, to adjust, and to plan the total learning environment which surrounds children. Education is conceived as more than schooling and more than home training.

Perhaps one of the most hopeful signs in this chapter is the realization by school people that the parent-teacher association is a *movement*. So frequently in the past local organizations have been looked upon solely as a means for fulfilling wishes. Principals have asked for and obtained cafeterias, books, stereopticon machines, mimeograph machines and other useful equipment from their local association. The practise cannot be dogmatically condemned as these pieces of equipment have added materially to the efficiency of schools. Often the fault has been in the fact that the energies of the local association never have been directed to less material things. Enthusiasm for concrete evidences of interest in the school has often swept aside the child study groups and other devices for improving the individual members. Certainly, the local program should be balanced between—*giving* help, *studying* children, and *receiving* information and inspiration.

The Editorial Committee wishes to point out, too, that the contributors to this chapter realize that the parent-teacher association should not hinder the school's machinery. One common disturbance is the annual membership drive which may assume objectionable proportions. It is a good thing when the major responsibility for collecting funds falls upon the officers and members of the association. When children and teachers are used in the membership drive then the whole process should be made as educative as possible.

The bibliography at the end of the chapter offers suggestions for further study.—*Editorial Committee.*

CHAPTER V

THE PARENT-TEACHER MOVEMENT

THE PARENT-TEACHER ASSOCIATION AND THE PRINCIPAL

ELLEN C. LOMBARD

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THE PARENT-TEACHER ASSOCIATION movement is a cooperative educational project which should challenge the interest of all school officials. Modern educational practises make necessary the conscious intelligent participation of parents in the education of their children. The parent-teacher association at its best is an excellent vehicle through which parents may get a better understanding of the problems of their children, of preschool, grade-school and high-school age; through which the school may be interpreted; and through which the community may be informed of the needs, problems, and program of the school.

The national program for the organizations of parents indicates a growing emphasis upon the educational aspect of the work and a decreasing emphasis upon money-raising activities for school supplies which school boards should purchase under normal circumstances. This is a point upon which leaders in the parent-teacher movement agree. They say "Material aid to the school should be limited to (a) demonstrations of new and untried school activities which have been approved by the school board but which the board is not yet prepared to finance; (b) improvement of the cultural atmosphere and comfort of the school; and (c) emergencies which sometimes arise and call for assistance from the community in order that the work of the school may not be interrupted or seriously handicapped."¹

The sincerity of the parent-teacher movement appeals to educators when it is apparent. More than 22 colleges and universities in their 1931 summer sessions conducted courses or conferences which brought to the attention of many school officials the educational significance, methods, and practises of parent-teacher associations. Among the institutions offering opportunities for instruction in this field were: Columbia University, New York City; University of Virginia, Charlottesville; University of Montana, Bozeman; Furman University, Greenville, S. C.; Blue Mountain College, Blue Mountain, Miss.; and state teachers colleges or teacher training departments in California, Colorado, Georgia, Illinois, Michigan, Mississippi, Nebraska, and Ohio. These courses are doing much to overcome the criticism of the parent-teacher association movement, and

¹*Handbook for Parent-Teacher Associations. National Congress of Parents and Teachers.*

because they are attended generally by school superintendents, principals, and teachers as well as by leaders in the parent-teacher field, there is among these school officials a growing interest in and understanding of the purposes and problems of the work and a consequent respect for the movement.

Elementary school principals, because of their training and experience, and due also to the fact that they hold key positions, have a distinct prestige in their relations with leaders of parent-teacher associations. The influence they may, and frequently do, exert upon the quality of programs and service is of considerable importance. There is at present no way of measuring the service that elementary school principals give to parent-teacher associations. An examination of educational journals and other periodicals and of the literature of parent-teacher associations fails to indicate to any appreciable degree the place that school officials occupy and the part they take in the parent-teacher program, but a strong and vigorous parent-teacher association usually means that some principal has helped.

During the past fall in discussing with a number of school principals in different sections of the country and with leaders of the parent-teacher group the problems of parent-teacher cooperation, the author gathered some interesting points of view and information, but due to the limited number of persons contacted, this statement should not be construed as the consensus of opinion of a large group. Questions were directed to superintendents, school principals, teachers, and to national and state leaders in the parent-teacher movement. City superintendents in response to the questions of (1) what a superintendent expects of school principals as to cooperation with these organizations, and (2) how much they actually cooperate, replied generally to the first question that they expect their principals to cooperate in every way possible.

Among the activities mentioned by principals as typical of their cooperation with organizations are: Serving as member of program committee; serving as representative of the organization at council meetings of parent-teacher associations; acting as consultant on important matters relating to the organization; interpreting modern education to parents; arranging programs of one or two meetings each year in which the school takes part; assisting in program making; preparing observation sheets for parents to use in visiting the schools; working to overcome antagonisms of parents towards the schools; arranging for parents to visit schoolrooms after conferring with teachers of their children on parents' day; taking the room of the grade teacher who acts as secretary for the association; explaining new and important changes in the school curriculum or administration.

One superintendent cited in response to question (2) that of 30 principals in his city only two or three of them could be pointed out

as taking active part in parent-teacher associations. He told with evident satisfaction of the case of one principal who planned the program of the school to include parent cooperation. For a certain period self-control was to be emphasized in the school. The principal wrote a circular letter to the parents explaining the objective of the school during the following term and invited their cooperation in carrying out in the home the principles taught in the school. Immediately after receiving the letter one father visited the principal and asked to have the program of the school delayed until he could have time to practise self-control. Another superintendent said that he could not think of keeping school without a parent-teacher association to connect the school with the community.

National and state leaders in the parent-teacher movement commended school officials for their cooperation. One national leader, who is also a school superintendent, when asked for her opinion on the relations between the school principal and the parent-teacher association classified principals under three types: "(1) The one who uses the parent-teacher association as the handmaiden of education; (2) the one who uses it as a whip handle to club the school board and teachers into line; and (3) the one who fears it because it will educate the people to know that she is unfitted for her job." Another leader "wishes that school principals would study the fundamental principles of parent-teacher work" and another leader pointed out that school principals are in a strategic position to help survey the needs of the schools and to help interpret the needs to parents and to the community.

The experience of a state organizer gives a key to methods sometimes employed in organizing where school principals do not see the advantages of parent-teacher associations and therefore do not want them organized in the school district. This worker stated that under these difficult circumstances interested school patrons start propaganda to interest and win the principal. In one large city the leaders in parent-teacher associations expressed varying opinions regarding the attitudes of school principals. One leader stated that the principal gives credit in rating the teachers, for attendance at the meetings, which results in a limitation upon the number of meetings per year. Leaders protested against this practise of giving credit for attendance in the belief that it violates the spirit of the parent-teacher movement. They also protested the tendency of the school principal who uses the parent-teacher association "to put over pet schemes." It was agreed, however, by various leaders that most of the misunderstandings between school principals and parent-teacher leaders could be cleared away by a better knowledge on the part of both leaders and principals of the purposes and legitimate practises of parent-teacher associations and of the program of the school. In one city the parent-teacher leaders are invited by the superintendent of schools to present

the parent-teacher association movement before the principals which the leaders declare is "worse than facing a firing squad."

The foregoing opinions and attitudes of both leaders and school principals appear as "growing pains" of a new experiment in popular education. At its best the parent-teacher association is an asset to a school and is so recognized by many school men and women in the United States. At the present time there is no way of measuring the service that school principals give to parent-teacher associations which are organized in more elementary schools than in any other division of the school system. Problems of leadership in these associations call for the expert counsel and advice which school principals and teachers can give. Leaders in parents' organizations express generally their desire for the fuller cooperation of principals and teachers, especially in the formulation of better programs for meetings of the associations. The school principal's attitude toward these organizations influences the teaching staff for or against them.

Still further information is needed from school officials who are cooperating successfully with these organizations and from those who have special problems difficult to solve. Questions are here raised such as: Should credit in rating teachers be given for attendance at parent-teacher association meetings; who should decide upon the number of meetings to be held each year; what part should school principals take in organizations; what can school principals do to strengthen the programs of parent-teacher associations; how far should school principals go in asking parent-teacher associations for funds to be used for school purposes, and, how much time do school principals already give to the problems of these organizations.

IN NEARLY ALL DISTRICTS the school is the only officially recognized agency for general, all-around child welfare and education. Thus, it is to be assumed that the school principal should be an expert in child development and education. Such an assumption carries with it a responsibility heavy enough to weigh down with apprehension even the most casual of school executives and must be a great source of worry to the conscientious schoolman.—Thomas F. McHugh, Chapter IX.

THE PRINCIPAL'S ROLE IN A CHICAGO UNIT

BEATRICE COLBY HYMAN

Principal, Leander Stone School, Chicago, Illinois

WITHIN THE LAST TWO YEARS the parent-teacher groups in Illinois have included in their programs classes in parent-education for the purpose of developing an enlightened membership aware of the problems confronting parents in a rapidly changing world. Many school principals in the towns and urban centers of the state, eager for the maintenance of sympathetic neighborhood relationships, have found this new interest on the part of the parents at once a challenge and a summons.

How the plan was executed—The Leander Stone School occupied a new building in September, 1928. The school enrolls 700 children from a very fine urban neighborhood where parents of American or Swedish extraction predominate. Our parent-teacher group enrolls 400 parents, or approximately 100 percent of the community.

Believing that the principal and the teachers should be active in giving the community information as to the policies of the board of education and the activities and objectives of the school, the writer agreed to serve on the executive board and to direct the instructional program. Eight meetings were conducted from October through the month of June. From an initial registration of 70 persons the membership rose to 88, and at our last meeting in June there was an attendance of 85.

As the topic for general discussion, the executive board chose the subject "The Function of the Public School in a Changing World." The purpose was to bring the community in touch with the modern facilities, methods, and goals of the Chicago schools. A yearbook was prepared listing the subjects of the various lectures and the names of the speakers. The first Monday of the school month was selected for the meeting of the class in the assembly hall of the school.

Through the writer's interest in the general topic of education and acquaintanceship with specialists in the field, the following program was presented without expense to any member of the class:

September—Dr. Grace Munson, Psychologist.

"The Junior High School."

October—Miss Ellen Olsen, Primary Supervisor, Chicago Normal College.

"The Five, Six, and Seven Year Old Child."

November—Dr. Dudley Crafts Watson, Lecturer Art Institute

"Anyone Can Learn to Draw."

January—Mr. Edward Worst, Supervisor Manual Arts, Chicago.

"The Boy's Opportunity for Creative Work."

February—Miss Martha Olsen, Supervisor Primary Department, Public Schools of Evanston, Illinois.

"Kindergarten Primary Activities."

March—Dr. Marian Monroe, Institute of Juvenile Research, Chicago.
 "Remedial Work in Reading."

April—Dr. Louise Wood, Psychologist.
 "Adolescence."

June—Mrs. Alfred Alschuler, Philanthropist.
 "The New Nursery School."

At all of these meetings short talks were given by the teachers of our school, who were using the particular method in their classrooms. Classes of children in demonstration lessons were directed by their teachers on the platform in the assembly hall. Among the projects arranged by members of the school faculty to bring the community into the schools were the following programs:

1. "A Child Centered Classroom" -----, Teacher, Grade 2.
2. "Traditional vs. The Modern Primary Technic in the Kindergarten" -----, Kindergarten Teachers.
3. "The Use of Individual Study Units" -----, Assistant to the Principal, Teacher, Grade 6.
4. "A Demonstration Class Lesson in Music" -----, Teacher, Grade 1.
5. "A Socialized Recitation in Geography" -----, Teacher, Grade 5.

Concurrent with the presentations by the teachers was the study of modern educational devices explained in the issues of *The Stone*, our school magazine. To correlate with the lessons planned for the parent education classes, articles on the topics of interest at each meeting appeared in the publication issued by our parent-teacher organization. The paper became an important agency in promoting an education carried on jointly by teachers and parents who, like builders, work side by side from the same plans, each contributing his part toward the final structure.

A library of 100 volumes on educational problems and child-parent as well as home and school relationship was purchased, and book reviews and lecture summaries were given by parent members of the class.

A typical assignment was as follows:

BOOKS RECOMMENDED FOR REVIEW OF MEMBERS FOR NOVEMBER MEETING

1. *Just Normal Children*—Florence Matea
2. *The Genius Child*—Hollingworth
3. *Child Guidance*—Blanton and Blanton

See page 13—*The Stone Magazine*—October issue

In one of these books, returned by a member of the class, herself a college graduate and now president of the association for the ensuing year, I found a newspaper clipping: "Best Mothers aren't always college graduates. A diploma cannot make a wise parent." To the writer this attitude, on the part of one perhaps most adequately prepared for motherhood, seems indicative of the success of our class. Dr. William McAndrew wrote to us recently as follows: "Returning home I find the fine pile of *Stones* which you were good enough to

send me. It is a project that does you all high credit. Great idea having the parent-teacher association harness itself to a school publication. When you see the editor offer my congratulations. I see you combine pupil work with the parent-teacher association in the magazine. That is a big idea, as is also the plan for your monthly excerpts from professional books."

All mimeographing of bulletins and notices for the general parent-teacher association meetings, as well as the notices of the parent-education classes, has been done by the clerk at our building. A sample bulletin follows:

ATTENTION—GENERAL MEETING
STONE PARENT-TEACHER ASSOCIATION

The last meeting of the year will be held next Monday, June 8, at 1:15 p. m., Stone Assembly Hall.

Dr. J. Lewis Browne, Director of Music, Chicago Public Schools, will speak on "Developing Musical Ability in Children." Mrs. Bromley's Chorus of one hundred voices, Grades V and VI, will sing. Miss Townsend, Teacher of Beginning Pupils in First Grade, will give a demonstration in the teaching of Primary Grade Music.

Special invitation: All parents are invited to visit class.

Summary and conclusion—In our approach to parent education at the Stone School we have set three major objectives: (1) by formal lectures and teachers' demonstrations to interpret the schools of today to the parents, (2) by discussion to stimulate independent thinking, and (3) by directed reading to develop attitudes of inquiry and openmindedness.

In assuming the guidance of the parent-teacher group the principal is in position to create an informed public opinion for the ventures he aims to undertake. Through social and moral guidance of the whole community, he can improve the learning environment of the children. On his part, the great opportunity for leadership calls for professional preparation, sympathetic insight, and personal enthusiasm. If he can rise to the high trust imposed on him, he should be the agent through whom the school and its constantly changing curriculum are interpreted to the public.

THE TOPIC of the 1933 yearbook is "The Principal and the Libraries." It is the plan of the Editorial Committee to present descriptions, both of school libraries and of school-public-library contacts. Write to 1201 Sixteenth St., N. W., Washington, D. C., for further information.

AN INTEGRATING FORCE IN MILWAUKEE

LAURA E. KELLAR

Principal, Atwater Elementary School, Milwaukee, Wisconsin

TO ONE who seeks a tangible index, there is probably no one better means of identifying a truly modern progressive school than by ascertaining that it furthers in every possible way complete understanding of the "child in the midst." Many avenues of study of the child are available but one of the most potent of these is a close cooperation between the home and the school, secured in many valuable ways. Among them none is to be compared in effectiveness with the tremendous force of the parent-teacher movement which has made such giant strides up and down the length of our land in recent years. There are reasons for this effectiveness. There is the power of association with something bigger than the local, the helps from the state and national offices, the inspiration of the great conventions which never fail to send delegates home quite prepared to move mountains, the fact that the organization is simple and yet based on approved practice and the best parliamentary procedure—all these proclaim the parent-teacher association something more than a "busy-bees club" of local importance only.

The school which overlooks or fails fully to cooperate with, and in large measure to direct this enormous force for constructive cooperation for its development, is the school which is functioning at a much lower level of effectiveness than is necessary. There is, of course, no other defensible reason for actively sponsoring this movement excepting that it does directly or indirectly help to produce a better environment for the children with whom the total group is concerned. Its *educational possibilities* are all developed that teacher and parent may be better people with whom children must live; its *interpretative functions* are all discharged that parents and teachers may have a better common understanding of their problems, that children may be less divided in their loyalties, that children's needs may be met more intelligently; its *integrating force* welds together the complex world in which the child lives and helps it to move more smoothly for him.

That it is or can be an aid from the standpoint of actually educating the community, from the standpoint of interpreting modern education to the community, and from that of integrating and unifying the community life, thinking, reactions, and ambitions, we shall try to demonstrate and illustrate.

The plan of organization—The parent-teacher association of the Atwater Elementary School, Shorewood, now numbers in its membership all of the two dozen teachers and about three-fourths of the parents of its eight hundred children. This percentage has been steadily growing during the seven years of the existence of the or-

ganization though it is not yet perfect by any means. The school is in a well-to-do suburban community of 14,000 where the social life of the community is very active and the social, business, and entertainment activities of the neighboring city offer enormous competition to any program put on by the school.

The parent-teacher association operates through its regularly elected officers, including a recording secretary, a financial secretary and an auditor, in addition to the usual ones, and through an active executive board composed of the heads of the following standing committees:

- | | |
|-----------------------------|--------------------------|
| 1. Program | 11. Personal Invitation |
| 2. Membership | 12. Art |
| 3. Finance (Ways and Means) | 13. Publications |
| 4. Publicity | 14. Study Group (three) |
| 5. Music | 15. Summer Round-up |
| 6. Hospitality | 16. Budget |
| 7. Refreshment | 17. Professional Library |
| 8. Telephone Brigade | 18. Scout Work |
| 9. Legislative | 19. Play School |
| 10. International Relations | 20. Better Films |

Each of these chairmen has a large or small group of assistants, according to her needs, which goes actively forward with its own part of the total program. A brief résumé of the work of each committee may be helpful to someone. That of the program, membership, and finance committees need no comment though they are the backbone of the organization and everything else depends on them. The publicity committee advertises the events sponsored by the organization through the newspapers, posters, notices, and the local movie. The telephone brigade is so organized that every patron of the school may receive any important notice within an hour or two without any member having to call more than a half dozen people. The personal invitation committee addresses government post cards with the notice of meetings printed on them to every patron of the school for every regular meeting. The music committee arranges for music for regular and special meetings and social occasions. The hospitality committee meets at the door those who attend any kind of meeting and sees that introductions are made and people made to feel at home. The refreshment committee serves light refreshments at regular meetings and for grade parent meetings and manages dinners for the parent-child banquets referred to below. The art committee keeps a scrapbook of all the publicity given the organization both through school notices and through the local newspapers. This scrapbook is submitted annually and receives state and national awards and is later very valuable for reference as to former activities of the organization. The publications committee handles the *Child Welfare* magazine subscriptions, the organ of the National

Congress of Parents and Teachers. The library committee takes entire charge of the professional library described below, selects and buys books and takes responsibility for their circulation. The work of the Scout, Summer Round-up, Play School, and Better Films committees is described in detail below. The study group committees are entirely responsible for the promotion and success of the groups also described elsewhere. The budget committee consults with all other members of the executive board and prepares the budget for the year to which members endeavor to adhere. The legislative committee studies current legislation, reports findings of interest to such a group and brings before the main body issues on which it should take a stand. The International Relations committee visits or reads all available sources of information on the subject, makes periodic reports to the main body, and sponsors the study group described below. Beside these, special committees are created from time to time for special tasks. As a result more than two hundred parents and teachers were on some committee or assigned to a special task during the past year. One secret of a successful organization is to give many people tasks that are not beyond their power as to time, type, and effort involved.

Educational activities—Chief among these are the lectures at the regular monthly meetings. Some of the meetings are held in the afternoons, which mothers only can attend, and some in the evenings. Some each year are devoted entirely to good lectures, though other kinds of meetings are also held. Recent lectures have been:

1. A Series of four lectures on mental hygiene: "Being a Parent," "The Importance of Habits," "Emotional Problems of Childhood," and "Problems of Individual Differences" given by the executive secretary of the county mental hygiene council.
2. "Our Sense of Humor" by a professor from a teachers college in the state.
3. "What is Adolescence?" by a doctor-psychiatrist from a nearby city.
4. "Recreation" and "Childrens' Play Interests" with a demonstration of the first and an exhibit of the second by a director of playgrounds, recreation and play space for the nearby city and the mental-hygienist and home visitor for the local school.
5. "What Can We Do about Better Films for our Children?" by an authority in that field.

Another very important educational feature is the study group plan of the parent-teacher association which is carried on in cooperation with the night school conducted by the community. This night school or "opportunity school" as it is called is a very large and very vital venture in adult education and among its fifty or sixty courses offered each year are at least three for the parent-teacher association—each meeting bi-weekly during the entire school year. One of these is a study class for mothers of young children, preschool and kindergarten age, taught by the school psychologist; one is for

mothers of pre-adolescent children taught by a doctor-psychiatrist from the neighboring city; the third is a class in international relations taught by a man from a nearby university. These classes are constantly growing—each year more types are added and a larger interest shown in all of them. A third educational feature is the conducting of a very complete "Summer Round-up" each year during which, through close cooperation with the village health department, all of the children who are to enter school for the first time in the fall, are given a complete physical examination during the previous spring, defects noted and recommendations made for their improvement. A system of follow-up and final check in the fall complete the round-up. This systematic procedure insures that all children who go through the round-up in a cooperative manner are as well as it is humanly possible to make them when they enter school, that all these children have had a pleasant contact with the health department which is valuable later and that all the parents start their child's school career with a better understanding of its workings, especially as regards health, than they could otherwise have.

One of the most potent educational forces of the organization is that of the parent-teacher professional library. This consists of a constantly growing library of professional books, magazines and articles clipped and mounted, especially for parents and teachers, contributed to by the parent-teacher association and the school jointly. These are housed in a special bookcase in the childrens' library of the school where the grade librarian, who is a member of the library committee, dispenses the books. This library is very widely used by mothers especially, by the study classes, by teachers, and by the school psychologist and case worker in her contacts with special cases. Some of the best liked and most popular titles in this growing collection are:

- Blanton—*Child Guidance*
- Mason—*Parents and Teachers*
- Sayles—*Problem Child at Home*
- Groves—*Personality and Social Adjustment*
- Faegre—*Child Care and Training*
- Williams—*Adolescence*
- Watson—*Behaviorism*
- Groves—*Wholesome Childhood*
- Hollingworth—*Gifted Children*
- Jastrow—*The Healthy Mind*
- Thom—*Everyday Problems of the Everyday Child*
- Stevenson—*Home Book of Verse*
- A. L. A.—*Reading with a Purpose*
- Fulcher—*Guests of Summer*
- Deeping—*Sorrel and Son*
- Dimnet—*Art of Thinking*
- Lippman—*A Preface to Morals*
- Morgan—*The Psychology of the Unadjusted School Child*

A very important and helpful phase of the educational work of the parent-teacher association is in its sponsoring and assuming entire care for the Boy and Girl Scout work of the school. It has a Scout chairman who has enough workers on her committee to form a separate sub-committee for each group, which works directly with and assists the leader of the group. There are at present three Brownie packs of little girls from seven to ten, each with its teacher-leader and its mother-committee; two troops of Girl Scouts with the same arrangement excepting that the leaders are also women of the community; and one pack of Cubs for boys 10 to 12. The boys are not old enough to be Scouts. The Cubs are led by one of the fathers, assisted by Boy Scouts of the community and their work supervised by a Cub Committee of fathers. This fine work with the children is an adventure in practical education that relieves the school of much detail and yet is controlled by the school as much as it wishes. Last but not least among educational features may be mentioned the Better Films work in charge of an active chairman. This committee studies the situation in the realm of films suitable for children, tries to see what can be done about it locally, encourages study of the good and bad effects of the movies, sponsors at least one meeting a year on the subject, sees that the lists of approved films sent out by the Federation of Women's Clubs are circulated, and in every possible way preaches the message of better films to the community.

The second function of the parent-teacher association, that of interpreting the modern school to the community, is fulfilled in several ways. In its regular meetings the principal explains some phase of school work that is perhaps new to the group or a teacher demonstrates some other phase. This means that a group of informed people are scattered through the community prepared to answer questions and criticisms intelligently when these phases of the work at school are discussed in social gatherings, as they always are. In addition a series of grade parent meetings are held every autumn by the association—one evening being devoted to the work of each grade. For example, on one evening all the parents of kindergarten children are invited to spend the evening at school and a program something like the following is carried out:

- 7:30-7:45 Talk by principal on some one new phase of work.
- 7:45-8:15 Each of the kindergarten teachers speaks to the group on a different part of their work such as habit formation, differences between four and five year old program, routine regulations, such as hours, tardiness, banking, equipment, etc.
- 8:15-8:35 The mental hygienist of the school discusses some phase of child training.
- 8:35-9:00 Refreshments and "get acquainted" period.
- 9:00-9:30 Parents asked to go to child's own room to see rooms, equipment, children's work and to talk with teacher individually.

Or it may be the third grade parents who are invited and their program looks something like this:

- 7:30 You are asked to go directly to your child's own room and be seated quickly so that the teacher may tell the entire group about the work of that room. Such topics as the following may be discussed:
- a. Supplies used in grade three
 - b. Marking wraps and rubbers
 - c. Our banking plan
 - d. The matter of tardiness and good attendance—importance of
 - e. The milk service
 - f. Our library plan—how parents can help
 - g. How we teach reading
 - h. What is our policy about phonetics
 - i. How we teach subtraction
 - j. Habits we are trying to develop on which we need help of parents
 - k. Any other topics parents will ask to have discussed.
- 8:15-8:45 Opportunity to see the room, the equipment, the children's work and to talk with teacher briefly. (If any parent wishes a long talk with teacher please make an appointment for another time but she will be anxious to talk briefly with each one.)
- 8:45 You are invited to refreshments and a social hour in the kindergarten. During this hour the principal will speak briefly on our new policy regarding writing—including manuscript writing about which so much has been asked.

These parent meetings do very much to interpret the work of the school to the parents and their friends.

Another activity of the association which is interpretative to a large degree is that of holding parent-child banquets in March of every year. Instead of large heterogeneous groups the plan is that every fifth grade boy shall attend a comparatively small pleasant dinner with his mother and every fifth grade girl with her father—just the boys or girls of that one grade and one parent with each on each occasion—about one hundred in all at each banquet. In grade six this plan is reversed and there is a father-son banquet for the boys and a mother-daughter banquet for the girls. At each of these affairs the children themselves put on the entire program, demonstrating the work of the English, physical education, music, art, and sometimes other departments of the school. It also offers an excellent situation for training the children in social adaptation as they get experience with many phases of the banquet from serving to acting as hosts and hostesses or as toastmaster or as performer on the program.

Another phase of interpretation is that of having the products of various departments shown for parent-teacher association meetings. For example, the music department may send one of the teachers to a meeting to tell about its work and play for the group. Or a group of children may sing or play or act for the meeting and its relation

to the whole program be explained and thus better understood by the community.

A phase of this interpretative work of the parent-teacher association is that of demonstrating the need or value of some new equipment or material for which sufficient demand has not yet been expressed by the community to justify the expenditure of public funds by the board. An example of this is in the case of the building of a set of very useful and beautiful exhibit cases in one of the halls. This had not been included when the building was put up several years before but proved such a valuable addition that since that time others have been added or will be added by the board somewhere in the system. Another example of the demonstration type of work is in the carrying on of a very successful summer "play school" for preschool age children. This has been conducted for two years and doubtless will be done by the parent-teacher association for several more but already it begins to seem like a necessary and vital part of the community offering and, it is hoped, will pave the way to having something permanent done about a nursery school paid for out of public funds, eventually.

Thus one of the most valuable functions of the organization is seen to be that of interpreting the school to the community—of helping the school to make itself intelligible to the lay mind. Education has progressed so rapidly in recent years that even those within its ranks who study constantly are none too well informed—what wonder that earnest, well-meaning people whose work and study lie in other fields need interpretation to understand the new vocabulary, methods, aims, and ideals of the modern school?

The integration of community life—A neighborhood in these days of easy transportation, of multiple choices in recreation, of work often far distant from a suburban community, needs some unifying, centralizing force. This the well organized parent-teacher association can help to do because there is at least one interest that all people have in common—that is in the problems and welfare of their children. So that everything the parent-teacher association does is integrating to a certain degree. There are special activities, however, which have this characteristic to a high degree. One such is that of social gatherings. At Atwater a reception for the teachers is given early in the fall; at least two evening parties are given at which fathers and mothers play cards and dance with one another and the teachers; at least one big community enterprise is planned each year in which many people can and do participate and where a charge is made for admission for the purpose of raising the necessary budget and, if more is made, of doing something nice for the school. One such event was a "mid-winter frolic" in which at least one hundred and fifty people participated, which was attended by twelve hundred

more and which was so much enjoyed by young and old that it is still talked about. Incidentally it more than cared for the budget for the year.

Another tremendous success was a community play—a comedy participated in by about one hundred and twenty-five people, especially the local business men, which was played two nights to a full house of more than one thousand each night, was very successful financially, but most of all built up such a spirit of fun and cooperation and interest that its influence is still felt. One man who was asked to help said, "I have lived in Shorewood five years and was never in the school building before except to vote. When I came here to help with this play I knew no one. Now I know everybody and it has been the most fun of anything I've done since college days."

These social occasions which help build a friendly, cooperative spirit, together with the other more serious aspects of the work of the organization, do seem to have a large influence in molding public opinion and unifying the group. This is evidenced in the pride the community takes in the schools they have built, in the high degree of support given to all school enterprises thus demonstrating confidence, and in the rapid growth of the suburb which has gained the reputation of being a neighborly, pleasant place in which to live.

There are two functions of some parent-teacher associations which this organization does not consider legitimate. One of these is interference in any way with the machinery or methods of the school. Individuals may question as much as they like and often do but the power of the association is never used to force policies on the school.

The other is in the matter of raising money to do things for the school, which the district should do. It has taken the position that it is not necessary to go to great lengths to raise any more money than is demanded by the budget in order to function effectively in all its phases. But in so doing a money-making enterprise may succeed so well that more money is raised than is needed for the budget. It is believed that there are several legitimate uses for such money. Last year some of it was donated to charity because of the depression. It was felt that this was setting the right example before children.

The parent-teacher association is not the only way the home and school may be brought closer together but it is one very satisfactory way. It goes without saying that the principal who hopes to profit most by this helpful force must give much to it. Time and planning and much real labor must be devoted to helping direct the activities and ambitions of the organization in such a way that the ends of education are aided, not defeated. However, it can truly be said of the organization that is functioning properly that it is a constructive, intelligent, cooperative force in our school and community life that never over-steps the bounds of its legitimate place in the whole plan of elementary education.

A STUDY GROUP IN OAKLAND

BERNICE BAXTER

Principal, Crocker Highlands School, Oakland, California

THE SCHOOL oftentimes underestimates its opportunity for enlisting the intelligent cooperation of the home in matters educational. Experience proves that mothers are interested in school procedures and are willing to devote time to the consistent study of the school's curriculum. Informed parents mean understanding parents and, in most situations, satisfied parents. No school can truly succeed in promulgating its philosophy by depending upon chance information that seeps home through the child. We all know how both verbal and written messages to the mother or father are misconstrued and misunderstood. Principles of education as practised within the school are too often never applied in our intercourse with the adult members of the community. We fail to realize that most parents received their schooling in the traditional institutions that are fast disappearing from life of today. The purposes of the modern school are quite unknown and in most respects are rather critically accepted, if accepted at all. If we as educators do not inform our public, who will?

Any method of taking the school to the home or getting the parents to the school will reveal to the parent what the school is attempting to do. Parents are entitled to know the school's program and it is the principal's responsibility to work out with his parent-teacher association or kindred organization a means of sharing with the parents the educational program which he is guiding. While it is expected that many will show no interest in such an attempt, there will undoubtedly be some parents who will see that only through home-school cooperation can they give intelligent direction to the factors affecting their children's lives. No matter how limited the response, the leaven will have been set. The school and home will be knit together by close bonds because of the increased realization that each is wholly interested in the development of the child as a person who needs the combined thought of both agencies.

The plan—At the invitation of the president of the parent-teacher association the mothers of the school were invited to be present at a morning discussion group meeting to hear the principal present some of the features of progressive education. Opportunities for raising questions and participating in discussions were assured. About forty mothers responded to this first call. The allotted time proved too short for the many debatable problems that arose. A second meeting was the natural outgrowth of this gathering. Then followed third, fourth, and fifth meetings in that same semester with an eager and responsive attendance. Books such as Kilpatrick's *Education for a Changing Civilization*, Rugg's *Child Centered School*, Mrs. Johnson's *Youth in a World of Men*, and Hughes Mearns' *Creative Power*

supplied food for thought. By the end of the school term, practically all of the original group of mothers were in regular attendance. Having gained some understanding of the theories of education as advanced by those who had broken with tradition, it was natural that the next question should be the effects of the changing philosophy on the school of their own community. The anticipated opportunity had presented itself to the principal to definitely outline some of the more fundamental policies of the school. The details about the curriculum could now be offered without a feeling of misunderstanding or lack of appreciation. The approach to such study had been gradual and had been truly initiated by the group itself, although it had been the hope of the principal that by plunging into that which was a bit more extreme, the practical outcomes would finally be given consideration.

At the beginning of the second semester a list of questions was taken home by the children together with a personal invitation from each child to his parents. The first meeting was set aside for discussion of the generally accepted laws of learning. So intense was the interest manifested that the second meeting also was devoted to the same subject and its persistence was continuous throughout all subsequent meetings to some degree.

The notice sent to every home each alternate week of the semester, just preceding the meeting, was a force in itself. Mothers who had never been in the building before accepted the invitation to hear some particular topic discussed. Some who found it impossible to attend the meetings were impressed with certain implications contained within the printed announcements sent to the homes and immediately sought an interview with the principal that they might become better informed. Many conferences with parents resulted directly from the practise of sending such notice as the following:

TO THE MEMBERS OF THE WEDNESDAY MORNING GROUP—AND ALL OTHERS
INTERESTED

At the request of several mothers, arithmetic will be the topic for discussion on Wednesday, February 2 at 9:30 a.m. in the school library.

That we may all be thinking of our questions relative to presentday arithmetic teaching, may I submit the following problems for general consideration:

1. When should formal instruction be introduced?
2. What are the aims of arithmetic in the elementary school?
3. What is the function to be developed through the study of arithmetic?
4. Upon what factors does ability in arithmetic depend?
5. What drills are needed to master the arithmetic of the elementary grades?
6. What are some of the difficulties encountered and how can they be overcome?
7. What relationship has been found to exist between achievement in arithmetic and in other elementary subjects?

The Oakland method of presenting the various processes of arithmetic will be demonstrated.

After the meeting devoted to the problems arising in the field of arithmetic, many mothers realized for the first time that they had

contributed to their children's inability to master the fundamental processes in arithmetic because they had harbored the notion that their own lack of the subject had direct bearing upon the child's failure to like numbers. When they became conscious that they had been instrumental in dulling the child's interest by this misconception and that probably the factor most essential to success in learning arithmetic was application to the fact at hand rather than some innate arithmetical reasoning ability, many mothers accepted the responsibility that was theirs and assumed a changed attitude toward teachers upon whom they were fastening the blame.

With reading, as with arithmetic, many parents found their criticisms disappearing when they understood the reasons underlying the new methods. The classrooms had frequent visitors who came with open minds rather than defense for their children's lack of progress. The notice which announced the morning meeting devoted to the consideration of reading included these points for discussion:

1. Fundamental differences between silent and oral reading.
2. Types of experience and training essential to rapid progress in reading.
3. Reasons for changes in methods in teaching reading.
4. The value of a wide program of recreational reading.
5. An analysis of children's literature.

Another meeting involved classroom visiting during the meeting period and a report upon the practises observed. Mothers visited in rooms in which their own children were not enroled that they might not be hindered by the child-mother relationship in the classroom and also that they might have no preconceived notion of what they might see. Questions arising from the visits were present for the principal to answer at the group meeting.

The supervisor of playgrounds was asked to address the mothers at one meeting for the purpose of giving the parents a better knowledge of the out-of-school sports sponsored by the school. Specific difficulties were cleared up through the direct contact of mothers and responsible head of the playground work. Where the subordinates at the playground had been able to explain rulings on the basis that the authorities demanded such action, the administrator of the sports program was able to present the philosophy behind the practise. Thinking mothers are always better satisfied if aware of the reasons for rules and regulations.

The supervisor of the elementary art work in the school department was introduced to the mothers upon another occasion. The principal, although not qualified to lead the discussion in this field, planned with the supervisor in advance so that the presentation followed the general lines developed in other meetings. Samples of work done in the schools were displayed and explained as evidences of childish attempts to express experiences. Mothers of young children who had failed to see any significance in the child's scribbling and

crude drawings were awakened to the possibilities for guiding these early signs of development and growth. The justification for the school's fostering the free expression of older boys and girls and devoting a generous part of the school day to arts was reached by those in attendance at this inspirational meeting. Several mothers later sought the advice of this expert in developing a home environment that would stimulate the art spirit.

The supervisor in English likewise stirred the group to an enthusiastic support of children's creative writing. Boys and girls of the school read many of their own poems, to the great delight and surprise of their audience. The library of the school was stocked with books of inspirational character for the mothers' perusal. Brought to life by an artist of literature, the pure enjoyment of the morning impressed the assembled parents. They became eager proponents of the school's efforts in the field of literature.

Every meeting had its contribution toward the rounding out of understanding and eager supporters of the program the faculty was attempting to guide. Nor was the enthusiasm restricted to those who had children enroled in the school. Mothers whose children were in private schools were invited to the meetings and several enroled their children in the school as a direct result of the group study. No particular credit is due the principal and faculty for the development of an outstanding program of instruction. The point this brief article would emphasize is the efficacy of a series of meetings which acquaint the patrons of the school with the aims of those whose business it is to teach children.

Summary—Many principals have undoubtedly devised plans for meeting this call in ways suitable to their own situations. The plan outlined above had significant effect upon the school faculty as well as results upon the home environment. First, it served as a challenge to both principal and teachers to so clarify their thinking on current problems and tendencies that they could justify their daily practises. It opened with the home the very vital question of the influence of the home in shaping attitudes which to a large measure determine the child's success or failure in school. In the third place, it developed on the part of the attending mothers a sympathetic approach to curricular changes. In the acquisition of a broader conception of the school than that afforded by their own experience in school, some of those participating realized for the first time the school's effort to make its curriculum an area of the child's actual, present-time living. This latter element so appealed to the thoughtful mothers that it spread almost immediately. Misunderstandings were cleared up and confidence replaced questioning on the part of many who had not been in attendance at the meetings. The time devoted to the whole activities was repaid manifold in returned enthusiastic support of the school's administration.

COMMUNITY PARENTHOOD IN SAINT PAUL

EDITH B. TAYLOR

Principal, Hancock and Tatum Schools, Saint Paul, Minnesota

IT HAS BEEN the writer's good fortune to live and to work for over thirty years in one community. The results achieved during this period are partly due to this continuity of service, rendering possible a persistent following out of plans, and partly to the fine cooperation always received from the teachers, and from certain leaders and organizations within the community.

The district, Hamline, is a suburb of Saint Paul in the heart of what has become well-known as the "midway," a large region lying between Saint Paul and Minneapolis. Because of rapid growth and the constantly changing conditions within this district, it has both challenged and taxed the ingenuity of its educational leaders to meet with any degree of adequacy the problems that such growth and change have constantly presented.

First efforts to enlist parental interests—It was evident to those who gave thought to the matter that it was not a school problem alone to unify and amalgamate the various social, civic, and educational interests within the district. Rather, better school and community conditions awaited upon the action of the district's more intelligent citizens. This thought was in the minds of a group of earnest men and women who met with the school faculty and formed a "Parents' and Teachers' Union" in 1898. We had no meeting place except a classroom, yet some good work was accomplished by way of outlining the situation and setting up definite objectives. In 1900 when our leader moved to another state the club came to an untimely end, but was soon succeeded by a Mothers' Club. At that time, mothers were just making the discovery that they could do some things by themselves without waiting for the men to find the time and the inclination.

Those were years of struggle and of discouragement, but we held firmly to the idea that the schools belonged primarily to the parents, and that through the parents must come the relief. We also held to the belief that every form of child welfare was of joint concern to home and school. We held child welfare programs for small groups of mothers, either in our kindergarten room, or in the homes of members. We knew that our two greatest needs were stronger leadership and a larger meeting place *within the school building*, to accommodate our growing membership. As always, when a great need is deeply felt, some means can be found to meet it. A highly respected and very influential woman in our community was finally induced to take over the leadership of our club. A local improvement association had been formed which this leader and the writer promptly joined. We secured the help of this organization and of the study

clubs in inducing the city Department of Education to finish off a domestic science room and an assembly room in the school basement. These had been planned, but left unfinished when the addition was made because of lack of funds. We celebrated their completion by giving a dinner at the school to sixty invited guests to whom it was ably proved that a school building is an excellent place for an enjoyable social affair.

We also held an evening meeting for all parents consisting of an interesting program and the serving of refreshments from the new kitchen. Using the various community influences we promptly obtained from the school authorities the use of the building and janitor service for social center classes in gymnasium work, cooking, millinery, basketry, wood-working, dressmaking, and dramatic expression. These courses were popular with all classes of people. We soon had several hundred men and women coming regularly to the building and becoming acquainted with the principal and with the club leaders who were always there to greet them. No opportunity was ever lost to point out school needs to these patrons, to invite them to join the club and to visit the school during regular sessions.

With a regular and adequate meeting place the club grew by leaps and bounds. It now had the right setting for enlarging the scope of a school and community program for child welfare. The club made plans for a baby clinic to be held at the school building during summer vacation. This experiment offered our first conclusive proof of the great need for preventive and constructive health work as well as of the demand for it. The energetic and resourceful child welfare chairman and her committee prepared by hand a set of weighing and measuring charts for use in the school that fall. The charts were patterned after a single copy secured with some difficulty from Washington. This event took place in 1920 when national and state educational authorities had not as yet given much attention to health work in the schools although baby clinics were being established here and there, and in some places physical examinations of school children were being undertaken.

During the World War the evening social center classes had to be discontinued. In their place the Mothers' Club formed a working unit of Hamline Auxiliary for war work. While making large contributions to war supplies, they kept up their child welfare work. Another great health project undertaken by the club was that of furnishing permanent and adequate play space and play equipment for the school. The educational committee interviewed the city school authorities and secured the cooperation of various organizations previously mentioned in making the request for increased play space. It resulted in securing for the playground site all of the vacant land within the school block.

One of the Mothers' Club's earliest efforts to interest all parents in better care of their children was a health campaign. A preliminary survey made at the school showed that many children, even the younger ones, were drinking tea and coffee; too few drank milk; many slept with closed windows, especially in winter; still more had insufficient sleep; comparatively few had a properly varied diet. A simple form of health rules with an observance pledge for a definite period was formulated and presented at a regular club meeting. The child welfare committee canvassed the district, explaining the purpose and leaving a set of the rules at each home for each school child. At the school the rules were explained to the children. At the close of the period a large percentage of the children returned the rules signed by the parents as having been observed. Each child who returned a signed slip received a much prized health button.

Realizing the following year that sufficient sleep for each child was less observed in actual practise than other health rules, a "More Sleep" campaign was put on following the procedure of the previous year. This produced even better results. Buttons bearing the slogan "Sleep long, Grow strong" were in great demand. One interesting result of these campaigns was the frequent request of mothers for pledge slips for the preschool children.

The mothers began to feel the need of having the fathers share this better knowledge of their children's needs, so the Mothers' Club changed to a parent-teacher association, holding alternate afternoon and evening meetings. The men, placed on the executive boards, usually take charge at evening meetings. Since then some fathers have joined the study clubs and have shared the readings. Their interest is growing along with their helpfulness in solution of the child welfare problems of the home, the school, and the community.

Recent activities—In the meantime the Saint Paul Council of Parent-Teacher Associations had become well-established. Our clubs were represented at the Council meetings and many valuable suggestions were brought back to us from the city-wide organization. When the plan for a summer round-up of preschool children was advocated by this Council, our organization was among the first in the state to join the movement. The same well-tried tactics were used. After discussion and decision by the executive board, the matter was presented at the regular meetings. A house-to-house canvass was made to locate the children who would be eligible for kindergarten during the following year. Names, addresses, ages, and telephone numbers were carefully listed and kept. Shortly before the date set for the round-up, each mother of a prospective entrant received an attractive invitation to attend a tea at the school building with the assurance that younger children would be cared for. At these little parties, the principal, the kindergarten teacher, the round-up chair-

man, and other club leaders spoke briefly explaining the purpose of the round-up and how it would be conducted.

Local doctors, one a pediatrician, and local dentists, were engaged to help with the plan. The Division of Hygiene loaned the school and dental nurses, and mothers from each club assisted with the registration and the recording of results. Automobiles were provided for some mothers who could not otherwise have attended. The response to this first round-up was better than was anticipated. The work has become more thorough and has reached into more of the homes with each successive year. Follow-up work is carried on during the summer by the child welfare committees, both by home calls and telephone calls. Children whose parents cannot pay for dentistry or other treatments are taken to the dental clinics and the free dispensary. Other mothers are freed from the care of small children that they may take their own children to doctor or dentist. Table 1 shows some of the results of the summer round-up during the past six years.

While Table 1 shows an interest in preventive and constructive care of young children, the statistics do not measure all of the results achieved. The greater care that is being given to the *younger* children—extending even to the unborn—is showing itself in the lessening numbers of physical defects found from year to year. Teachers of kindergarten and of first grade—in fact, teachers of all lower grades—are finding the children more rugged and attractive, cleaner and more alert than formerly. Attendance records have improved. Epidemics of contagious diseases are less frequent. Children seem to be better nourished and better clothed than before the days of the round-ups. In other words, they are entering school in fine condition to succeed in school work.

Last year the Saint Paul Council of parent-teacher organizations opened a dental health contest for all schools of the city. The two schools in this district were among the first to register. After reaching this decision, the executive boards as usual explained the purpose and terms of the contest at regular P. T. A. meetings, but no house-to-house canvass was made this time, so the contest became something of a test as to how far the parents and the children themselves were accepting responsibility for observance of health rules.

Teachers discussed with the children the letters which were taken to every home. These letters explained the purpose of the contest, its duration, and the terms. One half of the total score was based on dental health; the other half on the observance of the basic health rules which were given in the letter. At the close of the contest period parents were asked to certify by signature as to the observance of these rules. Of course the entire drive came as a follow-up of the regular examinations made by the dental nurse. Parents had already received notices of the work which needed to be done.

TABLE 1—RESULTS OF SUMMER ROUND-UPS AT HANCOCK SCHOOL
BETWEEN 1926-31

Type of Defects Found	Years					
	1926	1927	1928	1929	1930	1931
No. of children examined	47	55	78	84	81	74
Teeth.....	29	27	49	266	213	114
Tonsils.....	23	5	14	6	6	2
Circumcision.....	10	..	5	2	1	..
Enlarged glands.....	9	..	..	..	1	..
Enlarged thyroid.....	4	..	..	..	..	..
Ear trouble.....	1	1	..	..	..	..
Heart trouble.....	3	..	..	..	..	..
Tympanic abdomen.....	16	..	..	..	..	..
Spinal curvature.....	1	..	..	..	..	..
Flat foot.....	1	..	1	..	..	..
Hernia.....	..	..	2	..	..	2
Goiter.....	..	..	1	..	..	..
Skin diseases.....	..	1	1	..	1	1
Eye trouble.....	..	..	..	..	1	..
Malnutrition.....	..	..	..	..	2	..
Knock-knees.....	..	1	..	..	..	..
Total no. of defects...	97	35	73	274	225	119
No. of defects corrected	..	..	54	233	169	119
Percent of corrections	53 ¹	57	74	85 ²	75.1 ³	100.0

¹Fall Report 1926 missing except percent of correction.

²Beginning 1929 and since each tooth defect is given a separate count in place of single count for defective teeth as formerly.

³In 1930 Hancock P. T. A. became a superior organization.

The room hostesses of our parent-teacher organizations made a chart for each classroom. On each chart was a small envelope for each child inscribed with his name. As the "o. k." slips came back from the dentists, they were put in the proper envelopes, with a small strip of brightly colored paper. The teachers thought of this device to promote interest. They also made frequent inquiries during opening hours as to the progress of the home records of health chores. The pictures which decorated the room charts also suggested these duties. Children studied them with delight. Many of the children made charmingly decorated small booklets at home, which they proudly brought in to show how they kept their own health records. Returns came in promptly at the appointed time, and were generally well-kept. The dental nurse had been active in securing free dental work for those who could not afford a family dentist. Pinning each child's dental o. k. slip with his signed record of home health chores to send to the central committee proved a genuine task for the workers of the parent-teacher organization but they felt fully repaid when

the Hancock School appeared in second place for the largest schools and the Tatum School tied for first place in its group.

After the contest many mothers commented upon the changed attitudes of the children. They no longer dreaded a visit to the dentist, but insisted upon being taken. Mothers also said that daily reminders of the toothbrush were no longer necessary, and that children ate vegetables without a protest. When the contest closed the charts were kept, and were hung in the hall as an "open house" night exhibit. A few small printed cards were added calling attention to the relation of oral hygiene to good health and better school work.

The persistent individuals who have read this far are doubtless asking "What of the course of study in health education? What materials are being used? How is it being correlated with other work?" Our city has such a course. The chief difficulty with any health education course lies in getting sufficient motivation to make it carry over into the lives and habits of children. Our P. T. A. workers and teachers agree that as health habits must be practised in the home if at all, that our efforts should be directed towards having their need understood in each home, so that parents may offer necessary facilities and cooperation.

Summary and conclusion—Probably there is nothing in all of this record that has not been done as well or better elsewhere. What the writer wishes to make clear is that our aim for these thirty and more years has been to make and to keep the home primarily responsible for the physical, mental, social, emotional, and moral health of the children. The school is an ally of the home always ready to help, to suggest, and to cooperate. The principal and teachers have endeavored to work with the P. T. A. officers in such a way as to produce maximum results with a minimum of interruption to regular school work. To secure this intelligent cooperation, and to keep the school point of view always before the P. T. A. workers has meant that the principal and one teacher member have attended every meeting of the executive boards. The principal has also attended many committee meetings, the regular P. T. A. meetings, and most of the social functions of both clubs. The teacher membership in each club is 100 percent and teachers attend meetings whenever possible.

As we succeed in teaching children only by believing in them and taking it for granted that they want to do their part and that they can do it without too much assistance, so it is with the parents. We must believe firmly in their *desire* to give the best they know to their children. The more intelligent parents (not necessarily the best educated) can give leadership, but followership is equally important, and good fellowship the most important of all in getting a community at work on the solution of its own problems. Some task can be found for each member. Most members and most community organi-

zations are ready and willing to do what is needed towards raising community standards along any worthwhile line.

Time and space forbid the telling of what these energetic P. T. A. workers in both schools have accomplished. The health work is but one phase of the child welfare work undertaken. Fully as interesting accounts could be made of how the Mothers' Club started and supported a branch library many years ago, and of how they later cooperated with other organizations and individuals in securing a site and finally a beautiful permanent building; of the Club's activities in helping to secure a community playground, in sponsoring and providing leadership for Camp Fire, Bluebird, and Girl Scout troops, in working with the local Y. M. C. A. to further Boy Scout work and a 4 Square Club. They have organized a school band, and have sponsored the Week-day Bible School. They have worked loyally to secure the passage of bond issues for general school improvement purposes.

Since 1917, the parents have stood squarely behind the principal in her efforts to work out an effective plan of caring for the individual needs of pupils of varying abilities. During the last two years they have paid for the wiring of the entire building for radio service, and have installed a radio and ten loud speakers, so that all the children from third grade up may enjoy the cultural influence of the Damrosch concerts in their own classrooms.

These are but a few of the activities that a community working with and through the school can do for the harmonious development of its children if given responsibility, encouragement, and reasonable guidance. If there *is* any agency outside of the school and the P. T. A. that can bring into working harmony all of the various organizations, factions, cliques, and interests of any community, it must yet be discovered.

It is the writer's good fortune to be able to take a long backward look at the gain made in over thirty years of effort toward a steady purpose, and from this view, to gather faith and courage to face the efforts that must still be put forth before those children for whom individual family life is a failure, may have about them the integrative influence of a community parenthood.

DO YOU HAVE A LIBRARY in your school? Have you succeeded in raising the level of reading of the children in your district? Do you have a plan for cooperating with the public libraries? If so, then you should prepare an article for the 1933 yearbook of the Department.

UNIQUE PLANS IN HIGHLAND PARK

ROY E. ROBINSON

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THE FINAL JUDGE of the worth of any educational program is the community for whom such a program is instituted. Its judgment may not be expert or sound, but whether in the forms of restricted or increased budgets, or antipathy or attachment for the school program, it is a reckoning nevertheless. The writer feels safe in asserting that many schools are hampered by a lethargic community in giving their best service or, more disconcerting still, by an active antagonism on the part of a certain more or less indefinable group. In the former case the status quo may be maintained, for it is easy to "let a sleeping dog lie"; but in the latter the conflict usually terminates in the release of the person or persons with whom the opposition has identified its troubles. The writer also feels confident in further asserting that most of such conflicts, especially in the elementary field, arise through a lack of understanding on the part of the community of the aims, principles, and practises of their schools.

The school executive who is interested in winning public support for the educational program has one excellent group with which to work. It is the parent-teacher association. However, even it has certain disadvantages. Through unintelligent management it may have become a focus of distracting petty conflicts; it may possess the short-sighted aim of merely looking after the material welfare of the school; its value as a discussion group may be confined only to general topics; it may be burdened with small business affairs. But whatever drawbacks it may have, it does boast of being a community organization whose pivotal point of interest lies in the home-school situation.

If such an organization is to have value to a community, and it certainly does, it should promote a better school-community status by increasing the cooperation between the homes and the educational regime which has been created for them. As many school people can tell us, the mere existence of such an organization does not insure this.

An effective program of parent-teacher work will result only from careful planning on the part of the school and the community, considering (1) the needs of the school, (2) the needs of the community, and (3) the formulation of specific aims and the adoption of effective technics through which these aims may best be achieved.

The remainder of this article will deal with a type of parent-teacher organization through which a school is winning support for its program. It will take up (1) the form of the organization and (2) the "supervisory" procedure used to develop an understanding

of some of the "why's and wherefore's" of elementary school aims and practises.

The Liberty School of Highland Park, Michigan, enrolls in the kindergarten through seventh grade about eight hundred children who come from middleclass American homes. It has an uptodate kindergarten, a primary department whose work revolves around an activity program, and a departmentalized system of elementary instruction. The seventh grade is also conducted along departmental lines with curriculum modifications suitable to the intermediate level.

For the past ten years this school has had an active parent-teacher association through whose efforts the school has received much benefit in both an educational and a material way. Following its general aim of promoting better understanding between home and school it has conducted the usual social get-togethers and lecture-discussions of a general type. It has aided the school materially by cooperating with the board of education in the purchase of library chairs, a mimeograph, a phonograph, a centralized building radio, and professional motion picture equipment.

During the past two years its meetings have taken on an aspect which while previously existing has become more intensified; the concentration of a meeting or series of meetings on a specific topic whose study and discussion bears directly on the school's aims and practises. For example, the past year saw two very interesting series of weekly meetings in which the parent-teacher group cooperated with the Mental Hygiene Clinic of the system. The aim of the first series was to develop an understanding of what mental hygiene is and how its practise affects the home and school. The specific end achieved was the evolving of the idea that the child should be considered as an individual who conforms in general to the traits of his fellows but who at the same time differs from them in certain specific ways which may be the limiting factors in developing a complete understanding of him.

The second series was based on an attempt to develop an understanding of the relations between the home and other institutions in the social scheme of the community. To achieve this end a symposium of talks and discussions was held at which experts in various fields could meet the group. Attendance was large, reaching a peak of about 175 people at one meeting where "Drama as a Factor in Personality Development" was discussed by a nationally recognized leader in the theater movement.¹ Other discussions in the series were conducted by progressive leaders in the fields of child psychology, creative manual arts, juvenile delinquency, pupil adjustment in the school, adaptation of religious activities to the child, and adult attitudes toward children's behavior.

¹Miss Jessie Bonstelle, Director of the Detroit Civic Theater.

But even these discussions, while aiming at the development of specific attitudes on the part of parents and teachers, were limited to a consideration of the child in general. There was still felt to be a further need which consisted of presenting in a simple and interesting way some of the very specific examples of practises in the school's instructional scheme showing the fundamental psychology on which these practises were based and the goals which they hoped to achieve. Obviously this could not be accomplished with the large groups at general meetings to which every parent was invited. At such meetings the range of interests in grades and subjectmatter is too wide to permit a thoroughly interesting treatment of any one specific topic. Consequently a subsidiary organization was set up within the parent-teacher association and was named the "Grade-Mother" Organization.

The aim of such an organization was to create a means for discussing single specific topics relating to the school activities of a single grade or half grade. Such topics were selected from current practises in the school procedure. The treatment of the topics was determined by the degree of interest shown by the parents. How this was ascertained will be shown later.

The name, "Grade-Mother," grew out of a cognizance of the fact that although the fathers do show interest in school matters, the economic system demands their absence during the day. Furthermore, in these homes many of the children are in school during the day thus decreasing the responsibilities of the mother and making less difficult her attendance at a school function.

The organization's activities in any one grade were sponsored by the local association represented through its president, the principal, and a grade-mother chairman, the latter being appointed by the cabinet. In selecting these grade-mothers, members of the cabinet studied the school records and chose those mothers who they knew from past experience possessed qualities of personality which would make them good leaders. On this basis about twenty-two more parents whose children ranged from kindergarten through seventh grade were placed in positions of active parent-teacher work.

The functioning of the scheme consisted of a series of grade-mother teas held during school time and meeting, a grade at a time, at the rate of one or two per week. One series was held during each semester of the past year. The teachers of the grade involved were present and in some cases led the discussion. Their children were taught by other teachers who were available at the time. Attendance at the teas varied according to the grade and topic in hand, ranging all the way from sixty mothers at a discussion of a home-school project in arithmetic fundamentals at second grade level, to a mere twenty who turned out to hear about a new course of study for thrift and budgeting in the fourth grade. A social period for meeting the teachers

followed the discussions and ended in time for the mothers to accompany their children home.

Working on the assumption that the mothers could be interested if they once attended, the initial problem of the association became one of stimulating such attendance. Aside from the usual announcements through newspapers, bulletins, and children, several other devices were used.

One form consisted of a questionnaire type on which were listed pertinent queries involving the work of the grade in question. These were accompanied by a letter soliciting the mothers' cooperation in selecting the discussion topics by checking the one or two questions in which they were most interested. The results of these letters were most gratifying and formed a basis on which the program committee could plan the meeting so as to cover the points of highest interest as well as those of which there appeared to be the least understanding. The following letters will illustrate the type of questions used:

BULLETIN No. 1

Dear First-Grade Mother:

As chairman of the committee of First-Grade Mothers I am sending you this letter so that our next meeting may serve your needs a little better than if it were planned without your help. Will you read every bit of it and send a reply to your child's teacher tomorrow?

The tea for mothers of first-grade children will be held on Thursday, May 7th, at 2 p.m. A discussion of topics of most interest to you will be based on your replies below. Won't you study the list carefully and underline the *two* questions which puzzle you the most, or, if you have one which is not listed, fill it in on the vacant line?

Hoping that your support will make this one of the most successful meetings we have ever had, I am

Very truly yours,

(signed) Mrs. X,
Mother of Robert,
Miss A's Room.

Directions: Check the two questions about which you would most like to hear or, if you wish, list your own.

1. Since arithmetic is not taught in the first grade, how can my child get the number experiences necessary for a basis in such instruction in grade two?
2. What "number" experiences should a child have at home?
3. How can my child learn to read if he doesn't know his letters?
4. Which should I stress in helping my child,—oral or silent reading?
5. What methods should I use in assisting my child to recognize new words?
6. Should the copying of letters be advocated as an aid in teaching beginners to write?
7. How does the "visual" method facilitate reading?
8. What meanings am I to interpret from the "A," "B," "C," "D," or "E" on my child's report card?
9. How can I assist my child to develop good speech?
10. -----

The second list shows questions asked in a similar letter to parents in regard to the problem of inducing thrift habits:

1. How much money do the school children of this city handle during a year?
2. How is it possible to even estimate the amount?
3. At what age does a child have money of his own?
4. Is one justified in giving a child any money at all for duties performed in the home?
5. To what extent should a child participate in the spending of money for clothes, food, amusements, etc.?
6. What can a parent do to teach a child the "value" of money?
7. If the parent insists that a child bank a certain definite part of his allowance, how may this policy affect any "saving" habits which may be developed?
8. If a child begins to help purchase his clothes, what ones should he buy?

Another type of interest-creating publicity was the broadcasting of a popularized explanation of spectacular facts of psychology, comparisons of old and new education, or startling statements in regard to the achievements and practises of children. Interesting statements of children's doings were printed in the local newspaper.

To lay a basis for answering the question, "How can my child learn to read if he doesn't know his letters," Bulletin No. 2 was sent to the home of every child who was in the beginning reading class.

BULLETIN No. 2

Read All of this Bulletin and You'll Be Surprised

You'll be welcome at the first grade tea.

Did it surprise you that it was possible to read the line above even though the lower half was cut away? In case you had any difficulty, it said, "You'll be welcome at the first grade tea."

Now try this one:

We don't expect you to stay away.

Not so easy, was it? It said, "We don't expect you to stay away." These two simple illustrations just go to show that we don't use all of the letters in reading, or, at least make more use of the upper half.

See if you can "make out" these words:

p-nc-l w-tch g-lâ M-k-do

Of course you can tell what they are. The tall letters are more important than the small ones. If still you don't think so, read these with the tall letters omitted:

i--us-ra-ion -ossi--e

The aim of these procedures was not to cheapen the conceptions of instructions but to catch the interest of parents and later to capitalize on such interest.

The association workers felt that the increased attendance amply repaid the work spent on the preparation involved in the publicity program. The number of interested mothers who attended the teas during the second semester demonstrated the enthusiasm aroused, and plans have been made to incorporate this special form of organization as an integral part of the association in the future.

The writer has gone into details because he feels that this plan serves a real need in the home-school relation which is not successfully provided for in other phases of the parent-teacher work. It deals with a specific topic which could not be handled adequately in general meetings. It gives a place for the school administration to "sell" its plans to the group in the community which is most vitally concerned with such plans. If properly executed, the scheme creates confidence in the work of the school and, where teachers can take part in the discussion, establishes respect for the training and ability of the school personnel. Through such a plan a background of the aims and principles of education can be developed in the community. Such a background will later assist the school in working with parents, especially the parents of problem children. The close social contacts which come about promote a better personal relation and mutual understanding between parents and teachers. Above all it provides a place for a cooperative home-school attack on educational problems.

NO LONGER does the teacher or the school assume to be the sole educator of the child. They accept their place in his or her life and recognize their responsibility, acknowledging that others, the child's parents, playmates, the church, movies, chance glimpses of life, advertisements, and games are also educating the child. Not only this, but the child in each of his contacts with others, either speaking or by his actions, is also an educator. His parents, his playmates, his teacher, and his principal are being taught by him.—Clifford S. Borden, Chapter IX.

ACTIVITIES OF A STATE ASSOCIATION

MRS. ELLIS MCFARLAND

State Chairman, Illinois Congress of Parents and Teachers, Chicago, Illinois

THE PRESENTDAY PURPOSES of education and the objectives of parent-teacher work are one and the same. Probably no two educators nor two parents pursue the same methods for attaining these objectives, but each may accept the seven cardinal principles¹ and interpret them after his own understanding. The very agreement upon these terms coordinates the school and the home and they speak a common language.

The National Education Association and the National Congress of Parents and Teachers have accepted the following objectives of education: (1) health and safety; (2) worthy home membership; (3) mastery of the tools, technics, and spirit of learning; (4) training for citizenship and world goodwill; (5) vocational and economic effectiveness; (6) the wise use of leisure; and (7) the attainment of ethical character. These are significant terms which parents and teachers are trying to make real.

The community and the school's health objectives—How is the health objective of education related to the community and how can the community assume responsibility for its use? The Illinois Congress of Parents and Teachers has a department with a vicepresident to study and promote each of the seven objectives. If a department is not needed, a state chairman has the responsibility for planning and promoting a program.

The first school objective is health and for this the Illinois Congress maintains a department with a chairman for child hygiene, a chairman for social hygiene, and another in charge of the summer round-up. The vicepresident of the department is also the representative to the advisory council of the Child Hygiene Division of the State Department of Health. The council is composed of representatives from the Illinois medical, dental, and nursing societies, the Illinois Federation of Women's Clubs, and the Illinois Congress of Parents and Teachers. This small stabilized group of professional and lay persons meets monthly to correlate the statewide health projects of the organizations represented. Through this advisory council the Illinois parent-teacher organization has a share in the preparation and promotion of the school health appraisal and the county health unit plan sponsored by the state association and the State Health Department.

Each town or county unit of the state parent-teacher association is responsible for its own health activities except when state super-

¹Published originally as the *Cardinal Principles of Secondary Education*, Bulletin No. 35, 1918, U. S. Office of Education. Restated in various publications of the National Education Association.

vision is needed. Usually a community expresses its needs and wishes for health education through the local parent-teacher associations. Action, particularly group action, waits upon the acquisition of information by parents and initiative by the school. An example is the summer round-up. The parents bring the children to the school for a medical examination by the school physician or nurse in order that the child may enter the first grade or kindergarten in good physical condition. From the very beginning of school relations, the child learns the importance of health and the parent is shown the value of cooperation with the school. We know that it takes time and effort to make the summer round-up wholly effective, and we are in the early stages of its use. However, the number of parent-teacher groups in Illinois now number more than thirteen hundred so that the widespread adoption of the summer round-up plan will mean a forward step for better health throughout the state.

Other departments of the state association—Besides the health department, the Illinois Congress of Parents and Teachers has a department of extension, a department of public welfare, another for education, and still another for home service. These departments are organized for the study of the cardinal objectives of education and bring to the members of the local association and the community the greatest possible help. Less directly related to this promotional and inspirational service, but necessary for the efficiency of the state Congress, are the departments of administration and publicity.

It would lead too far afield to give in detail the service to the community of each state chairman in these several departments. The department of home service may be briefly considered with its chairman for child study groups, another for children's reading, a third for home economics, a fourth for home education, and a fifth for thrift. Courses in home reading with carefully selected booklists are prepared as required and libraries make every provision for the parent book-shelf. In the home service department is the study group work, the back-bone of the parent-teacher movement.

Illinois had more than four hundred study groups in 1930-31 and is bending every effort to increase the interest and improve the character of the work. Leaders are being trained by special class work, by correspondence, at institutes, by radio lectures, or in college classes for child study. The National Congress publishes outlines for study groups in child welfare and the state chairman for study groups with the chairman for home education offers a detailed course in the state bulletin. University and college teachers cooperate with the parent-teacher associations to prepare courses suited to the study groups. Opportunity is offered for discussion, conference, observation, or lectures by specialists, and the professional leader as well as the parents may tap new sources of material as they confer upon problems of child training.

It would be impossible to measure the benefit to the school and the community which comes from systematic study by parent groups. It must be recognized that parents most in need of training are not yet interested in child study, but influences are steadily at work to bring them to recognize their needs. We are taking cognizance of the many levels of adult understanding and gradually all levels will be reached. We shall not wait until people become parents to impress them with their need for training, but shall prepare them in advance, as every other profession requires. Herein lies the great future for parent-teacher work, for it has focused the attention of education upon the home.

When teacher and parent cooperate to guide and to develop a sub-normal child, a super-normal child, or an ordinary normal one, and lead that child to train himself for useful citizenship we shall have answered the challenge of the noblest children's charter that has ever been framed.

Summary and conclusions—Since parents are beginning to realize their opportunity and responsibility as partners in education, "they are being led," according to our former president of the National Congress of Parents and Teachers, "to lift themselves out of their ignorance, indifference and inefficiency, to do their part in the complete education of their children. Present social conditions can be improved only by a steady and strenuous effort to make over the wrong mental attitudes of the parents of today by compelling the home to bear its fair share in education, even though it means teaching fathers and mothers as well as children." We conclude, therefore, that we have a social experiment in cooperative education, carried on according to the accepted fundamentals of each group.

The school receives the child as he is and sets about to construct a program of interests and activities that incorporate these fundamentals. The principal and his teachers study the child not merely as he seems to be upon entering, but as a member of a family, the product of a certain line of ancestors and of a certain father and mother, the child of a good or bad environment and a multitude of factors that have already been shaping that child's life. The teacher analyzes and classifies, and plans ways of procedure toward certain desired results. He is easily led to conclude that parenthood and early home influences are of first importance and that if the school is to carry on its job successfully, it must join forces with the parents. More and more does the school realize that its greatest asset is trained parenthood. Better parents mean better children, and better children mean better citizens and better communities.

The principal and his teachers are members of the community and should, of course, use their influence and efforts in constructive projects relating to the school and the community. Since parent education is one of these vital projects, the school faculty should be eager to support it and give it serious consideration.

LOCAL, STATE, AND NATIONAL RELATIONSHIPS

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A SURVEY of significant facts about the National Congress of Parents and Teachers announced from headquarters in April, 1931, will show that there are now 22,000 local parent-teacher associations affiliated with the National Congress of Parents and Teachers through their respective state branches. This report does not attempt to disclose the number of local parent-teacher associations scattered over the United States and territories, which are attempting to carry on annual programs in their communities irrespective of the guidance so generously proffered by the national organization. Nor does it attempt to specify how many of the above-mentioned affiliated associations avail themselves of the opportunity which is theirs to profit from the scientific service sponsored by the National Congress of Parents and Teachers. The writer realizes that there are many organizations of a local nature which affiliate themselves with the National Congress; which promptly pay their state and national dues; which dote a great deal on the slogan of child welfare; but which have not actually come to the stern realization of the importance of the scientifically-organized program of guidance for local associations—programs of guidance which have been set up by the National Congress of Parents and Teachers through the efforts of the educational experts employed by the national office.

The purpose of the writer in presenting this article is to emphasize as briefly as possible the great program sponsored by the National Congress of Parents and Teachers as an ever-increasing source of scientific information which is constantly being revised from month to month, from year to year, to meet the needs of the ever-changing educational program demanded now-a-days by an alert and scrutinizing public eye. He frankly admits that many local parent-teacher associations have nobly stood alone, unaffiliated with state branch or the National Congress, and have sponsored perfectly wonderful community programs; programs which have meant a great deal in the community's entertainment; programs which have brought money into the organization's treasury for purchasing much needed school equipment; programs which have furnished desirable stimulation to the social life of the community; and programs which have brought about more desirable living conditions for the children of the community. All such organizations as these, which provide for childhood betterment by raising the standards of home and school life and which attempt to secure adequate laws for the care and protection of children, should be designated parent-teacher associations, for that is what they are. But in order that these numerous associations scattered throughout the entire nation might accomplish the

most lasting good for the childhood of the nation, they should unite under a common banner and bend their efforts toward a common cause. And that is exactly what 22,000 of them have already done. It is possible, however, that many organizations call themselves parent-teacher associations and yet do not carry on an aggressive program for child welfare.

The real test to determine whether or not an organization is properly named, may be brought about by carefully analyzing the ideals for which the organization stands and by measuring its accomplishments in the light of those ideals. What does the organization stand for? Not only what does it stand for, but what does it do? An organization might stand for a noble principle and yet never do anything about it. In order to be successful in its work an organization must do something toward the accomplishment of its ideals. A community organization which furnishes entertainment; which raises money; which stimulates the social life of the community; is doing many good things, but it does not reach far enough in its accomplishments to be called a parent-teacher association. A local parent-teacher association may do all these things, but they are only a part of the program for which an efficient parent-teacher association stands, and certainly they are not the most important part.

According to Article XII of the National Bylaws, the purpose of the local parent-teacher association is to promote the objects and interests of the National Congress of Parents and Teachers—the mother organization. The objects of the National Congress as stated in the National Bylaws, Article II, are:

First, To promote child welfare in the home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of children.

Second, To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

A local parent-teacher association, then, to promote the objects and interests of the National Congress of Parents and Teachers, must have a vision which reaches farther than mere entertainment, the making of money, or the stimulation of the social life of the community. It must be made up of parents, teachers, and others whose major interest is the physical, mental, moral, and spiritual welfare of every child in the community; who are not only interested in the children of their own immediate times, but who look far enough into the future as to be interested in the children in generations to come.

A local parent-teacher association, in order to promote the objects and interests of the National Congress of Parents and Teachers, must consist of parents, teachers, and others who are vitally interested not

only in the development of the child's mind, but also in the untrammelled development of the whole child. The members of a wide-awake parent-teacher association realize that the child is many-sided in his development. They realize that even the best homes in the community have often failed to develop every side of this many-sided child; they realize that the schools have failed to develop every side of this many-sided child; that the church has also failed; and that the entire community has failed likewise. A local parent-teacher association which realizes the truth of the foregoing statements, also realizes that children cannot be efficiently trained to be respectable and capable citizens of this republic unless the four above-mentioned great social institutions, the home, the school, the church, and the community, bind themselves together in some scientific, cooperative method of training which will develop every side of the many-sided child. People who are informed know that the use of one set of standards of conduct in the home, another set of standards in the school, another in the church, and still another in the community, can lead to nothing but chaos in the education of the child.

Anyone who dotes on the theory that the school is the only educational institution has failed to take a forward look into the great educational program of today, in which the home, the church, and the community play parts as vital as that of the school. From birth to maturity the home plays a major part in the education of the child. Until a child becomes of school age the parent bears the sole responsibility for the guidance of the child. Long before he reaches the threshold of the school many of the child's most important life habits have been already formed, and the wise parent is leaving no stone unturned in seeking out the most effective methods of establishing correct attitudes and habits which without question will follow the child through life. Unfortunately some parents have the idea that the responsibilities of the home are lessened when the child has attained school age. This is not true. Responsibilities are not lessened; they are changed to the extent that home guidance is aided by special training which the child receives at the hands of the teacher.

The church also, is in a position to make a vital contribution to the education of the child. Its contribution in the development of character is paramount in this busy work-a-day world of strenuous economic and social conflict, for without character, all else is worth very little. John J. Tigert, former U. S. commissioner of education, in an address to the National Education Association in Chicago, a few years ago, said:

The man who discovered that surgical instruments should be sharp made an important discovery, but the man who discovered that the instruments should at the same time be sterilized, made, I think, a more important discovery. So far as I am concerned, if I had to be operated on, I would much prefer a dull knife that was clean to a sharp knife that was foul. The former could do little

or no damage, but the latter would carry the nocuous germs so far into my body as to destroy my life. And so, to enlighten the mind, to emancipate the thought of man without the proper direction of will, is but to magnify the injury he will do in the world. Education for knowledge efficiency alone will possibly enable a man who might have been a house robber or a highwayman to become the head of some great business concern where he can steal on a big scale, or to reach some position of political power in which he may wreck society.

If we cannot teach the old-fashioned virtues of honesty, justice, decency, and the Christian doctrine of love along with modern thought, then we had better dismantle our splendid and magnificently equipped schools and return to the old log schoolhouse. We had better have citizens who have character and little erudition than citizens whose knowledge is a peril to society.

The community, together with the influence of the home, the school, and the church, exerts a powerful influence on the lives of young people. When the social institutions of the community bind themselves together with a common interest at heart—that of properly educating the community's children—a wholesome environment will be the inevitable result.

The great urge of today, then, is the undivided cooperation of the home, the school, the church, and the community with a display of genuine wisdom in this great four-sided organization. Cooperation of this sort is certain to bring about improved homes, improved schools, improved churches, and improved communities for better boys and girls. Because of its encouragement of the cooperation of these great social institutions, which are bound to have their influence on every child in the community, the local parent-teacher association has the opportunity to play a large part in helping to develop an informed public opinion which will assuredly safeguard the best interests of childhood.

The local association, however, is usually not in a position to sponsor an aggressive program for child welfare without assistance from the National Congress of Parents and Teachers. There are several reasons for this, the most important being the fact that the National Congress has made a study of child welfare for more than a third of a century. Since it was organized on February 17, 1897, it has developed a momentum for scientifically-organized child welfare work which has been gaining in its scope for more than thirty-three years. Its membership during this period of existence has increased to slightly more than one and one-half million parents, teachers, and others, who have declared themselves for a nationally organized program of childhood betterment. Certainly one and a half million adults can't be wrong. In this great national organization there are forty-nine state branches including the District of Columbia and Hawaii. In addition, Alaska has seven local associations in a council with seven hundred members, and Nevada has one association with forty-one members. Every state branch is using all-inclusive membership cards, which are sent out through the state distributing cen-

ters, and through the 22,000 Congress units to the individual members, who thereby become members of local, state, and national organizations. Statistics covering the last decade ending in 1930 show that the average annual gain in membership in the National Congress of Parents and Teachers has been 123,248, Illinois having made the largest gain in membership for 1930-31, while North Dakota made the largest increase in the percentage of membership during the same period.

Since the founding of the National Congress of Parents and Teachers by Mrs. Theodore Birney and Mrs. Phoebe Hearst more than thirty-three years ago, colleges and universities have been rather lukewarm or indifferent toward the work of the organization, at least they have been reluctant to aggressively sponsor the cause. However, this attitude on the part of these institutions did not seem to dampen the ardor of those great mother hearts nor any of their successors for each in her own time has been able to visualize in no uncertain terms that America's greatest asset is America's children. The national officers have always had a feeling that an efficient program based on the well-being of every child, whether in the slums of the congested city or far out on the most remote rural frontier, would sooner or later be brought to the attention of the higher educational institutions, causing them to cooperate by offering credit courses in parent-teacher work. This has come to pass, for during the year 1930-31, seventeen colleges and universities offered for the benefit of their students, credit courses in parent-teacher work based on the child welfare plan sponsored by the National Congress of Parents and Teachers. The thick ice of indifference on the part of these institutions has not only been cracked; it has been conclusively broken and the way is clear for still further work in that direction, and it is sincerely hoped that more colleges and universities will follow suit next year. During the summer of 1930 the writer had the opportunity of teaching one of these courses in the State Teachers College at Hattiesburg, Mississippi. Such courses are badly needed in other sections of the country and will be given as rapidly as these institutions are sold on the idea. It is to be hoped that these schools will go one step further; that credit courses in parent-teacher work will be made as a partial requirement for graduation, for if each and every teacher were familiar with the machinery of the parent-teacher organization, much lost motion would be saved and many local associations would operate more effectively and with a minimum amount of friction.

From one point of view the local parent-teacher association bears the same relationship to the National Congress of Parents and Teachers that the individual bears to a great life insurance company. No individual can afford to carry his own insurance risk, but a large number of individuals may pool their risks with one company and

the company can carry each one's risk without a loss to either the individual or the company. And so it is with the lone, uninformed, unaffiliated parent-teacher association. There is so much information to be collected and disseminated which requires months and even years of constant research on the part of educational experts that a lone association would find it a hopeless task; there are so many phases of parent-teacher activity that no local association could ever hope to make an exhaustive study of each phase. How much better it is for the 22,000 or more local parent-teacher associations throughout the United States and territories to bind themselves together under one mother association and to pledge themselves to one cause—that of child welfare! How much better it is for each local parent-teacher association to make its own contribution toward attempting to solve the same knotty educational problems which confront each and every locality, and to have all local associations reap the benefit of this experience through the millions of leaflets, the thousands of handbooks, and the hundreds of Congress libraries which are distributed each year by the headquarters of the National Congress! The 22,000 local parent-teacher Congress units now affiliated with the National Congress of Parents and Teachers, have an aggregate individual membership of 1,511,203, all united under one leadership, all striving for the same goal—that of improving the living conditions for little children in America. If all the members of these Congress units were to be placed three feet apart in single file, the line would be 858 miles long, a distance equal to that between St. Louis and New York City. What a wonderful army enlisted to protect the rights of the children of America!

America's true greatness lies not in her natural resources; not in her farm crops or her livestock; not in her great manufacturing industries; not in her towering skyscrapers or her network of highways blanketing her hills and her valleys; but America's true greatness lies in her manner of training her millions of little children who are going to determine the America that is to be.

THE CHILD is interested in all that surrounds him. It would seem, in our traditional school procedures, that methodically we had planned to isolate the child from his natural environment. Almost everything was vicariously rather than directly experienced. A distinct characteristic of the new education is the bringing of the child into first-hand contact with his world.—F. C. Borgeson, Chapter X.

THE PLACE OF THE NATIONAL ASSOCIATION

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THE NATIONAL CONGRESS of Parents and Teachers is an organization of 1,511,203 individual members organized into more than 20,000 local parent-teacher associations which are under the direct supervision of the 49 state branches. The functioning unit is the local parent-teacher association and is known as a Congress unit.¹

The parent-teacher association which is organized as a Congress unit has back of it thirty-five years of fruitful experimentation in the field of child welfare.² Out of this experience have come sound guiding principles to direct the organization in its activities. The local association can now progress rapidly in safety and ease, with courage and confidence, and with the greatest economy of time and effort in attaining the objectives of this great cooperative enterprise.

Teachers and principals know the value of state and national membership in their own professional groups. It is more valuable and more necessary in a volunteer group composed largely of lay members. If a parent-teacher association is a *Congress unit*, the principal knows at once its field, objectives, program of activities, type of literature to be used, limitations, supervision, and cooperative policies. A Congress unit is organized according to state and national procedures. It receives help and assistance through publications and state and national leaders who know what thirty-five years of experience has brought to the organization. It can more easily find its place as an educational factor in the community. It has a part in forming state and national policies which in turn enlarge its own program of usefulness. It has assistance from state and national leaders, and can secure program helps that are in state and national publications. In union there is strength and influence. Every individual member and every local parent-teacher association gives that much more power and influence to a great organized cooperative movement in child welfare.

Understanding cooperation and active participation on the part of both parents and teachers always means a successful parent-teacher association. It is necessary that all concerned keep constantly before them the purposes and objectives of the organization in planning the year's program and activities. Payson Smith, Commissioner of Education of Massachusetts, has said: "The parent-teacher association,

¹A Congress unit is a parent-teacher association which has been organized according to state procedures and has had its bylaws approved by the state board and has paid its state and national membership dues to the state treasurer.

²See the *Founders Day Leaflet*.

rightly organized, can unquestionably provide the means by which home and school can be brought into very close and effective partnership."¹ The National Congress of Parents and Teachers has set forth in the bylaws definite objectives for its membership. These are: "To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of children," and "To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education."² There is sufficient elasticity in the objectives to permit their expansion in the whole field of child welfare and include progressive educational thinking. A program to promote the seven objectives of education was launched in 1927. The resolutions at each convention endorse current measures of vital interest to school education and child welfare in the local community, state, and nation.

A unity of purpose in the programs of the forty-nine state branches and more than 20,000 local Congress units is assured because: First, the bylaws of state branches must be in conformity with the national bylaws and approved by the National Board; second, local parent-teacher association bylaws must be approved by the state board. As the local parent-teacher association is the functioning unit, it is necessary that some administrative machinery be set up to carry to the local, through the state organization, the desires, plans, activity programs, and inspiration of the National Congress. The administration of the Congress is carried on by the annual convention, the board of managers and executive committee, the standing and special committees, committee-at-large, and the national headquarters. A national convention is held annually. Representatives include national officers and chairmen, state presidents, three other state officers, and one delegate for every thousand members of each state branch.

The Congress program is carried out through national, state, and local committees. The national committee recommends procedures and plans which are approved by the National Executive Committee. These plans are sent to corresponding state chairmen, who present them to the state board and executive committee to be adapted to the needs of the state. State plans are made available to local units to be adapted to the needs of the local community. The program of work for 1931-32 was carried out through thirty-six committees grouped

¹Payson Smith in the Foreword to *Parents and Teachers*, published by Ginn and Company, Boston, 1928.

²See the bylaws of the N. C. P. T. Also, *Parents and Teachers* by Martha S. Mason, p. 113.

into such departments as extension, public welfare, health, home service, education, and committees-at-large.

A wealth of publications is provided to assist in the work of these committees.¹ More than a million of forty different leaflets on organization and program material are distributed annually, free, to the locals through the state branches. In addition, the *Proceedings*, *Parent Education Yearbooks*, and other bound volumes are given wide distribution. *Child Welfare*, the official parent-teacher magazine, carries monthly material of vital interest to local units, parents, and teachers. It has become one of the leading magazines in parent education. Nearly all states publish bulletins containing material essential for state organization and program planning. National and state correspondence courses are offered that leaders may become better informed about proper procedures, policies, and objectives.

The financial support of the local, state, and national associations comes largely from membership dues. When an individual pays his membership dues in a Congress unit, he becomes at once a member of the state branch and the National Congress. Regardless of the amount of local dues, only five cents goes to the support of the national association. A small portion—from five cents to twenty cents, depending upon state bylaws—goes into the state work, and the balance remains in the local treasury. What happens to the five cents that goes into the national treasury? One cent is set aside by the budget committee for printing, all of which goes back into the state for free distribution to the local units. This material consists of handbooks, leaflets, *Proceedings*, membership cards, and plate service for the use of state bulletins. The other four cents provides the traveling expenses of the national president and executive committee, sends national representatives to state conventions and educational meetings, supports the work of the national chairman, pays the rent on the national headquarters in the National Education Association Building, purchases supplies and equipment, and pays all salaries of employees.

The field work of both state and national is supported mainly by the receipts from the Founders Day gifts from local associations. The state and national share equally in these birthday gifts in honor of the founders. Ninety percent of life membership dues (\$50.00) goes into the national endowment fund, and ten percent goes into the state treasury.

State branches use their share of the membership dues in much the same way as the national.² In many states a definite amount is used to support the state bulletin. State officers conduct many conferences, institutes, and schools of instruction over the state to further

¹Write to National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C., for a list of publications and for answers to your questions.

²Mason, Martha S. *Parents and Teachers*, p. 135.

the organization work and proper functioning of local units. Occasional money raising projects may be necessary. However, in general, they are to be discouraged as the real objective may become obscured. The association should not develop into a money raising group for materials and equipment that should be purchased out of regular school funds. There are times when demonstrations in new and untried educational activities are necessary before the community is ready to accept them as a part of the regular school program.

The national headquarters, occupying the entire sixth floor of the National Education Association Building, has a large staff of experts in the parent-teacher field. Service to the state branches, the National Board, and volunteer national chairmen is given through the following divisions of national headquarters activities: Education, Field Service, Parent Education, Publications, Publicity, Research and Information, Summer Round-Up, and *Child Welfare Magazine*.¹

The parent-teacher movement has united 1,511,203 professional and lay workers into a cooperative enterprise in the interests of children. It is a new educational force recognized by educational leaders everywhere.² The parent-teacher association presents to the teacher and principal an opportunity to keep the patrons of the school intelligently informed concerning school problems. Through it educational leadership can advance more rapidly. It presents in an organized way an opportunity for cooperation and mutual understanding of problems of home and school, of parent and teacher.

¹See the *Volume of Proceedings*, 1931, p. 176-78, National Congress of Parents and Teachers.

²National Congress of Parents and Teachers. *A New Force in Education*, 141 p.

MANY PARENTS have felt humiliated to have a crippled child in their family, so often the little one has been kept out of sight. Even close neighbors never see him. Though the child may have normal intelligence, as most crippled children do, he may have been kept out of school either to protect him from danger or to save his brothers and sisters from taunts or the bother of looking out for him.—Elizabeth Baird Kuhn, Chapter IX.

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CHAPTER VI
COMMUNITY CENTER ACTIVITIES
THE SCHOOL AS A RECREATIONAL CENTER
CENTERING SCHOOL ACTIVITIES AROUND COMMUNITY NEEDS
THE SOCIAL CENTER SERVES ITS SCHOOL
A SCHOOL-COMMUNITY LIBRARY PROJECT
A TOWNSHIP SCHOOL CENTER
YOUTH MOVEMENTS IN THE SCHOOL
A 4-H CLUB IN A VILLAGE SCHOOL
THE LOGAN COMMUNITY COUNCIL

EDITORIAL COMMENT ON CHAPTER VI

The contributors to this chapter have described how a number of communities are utilizing the school buildings after school hours and during the early evening. Several places have established social centers where adults and children may study or play as their interests dictate. Others have developed less ambitious programs consisting of an alumni club, a library reading room, a Boy Scout troop, or some other more or less isolated project. Whether the plans are relatively simple or complex the "school center" movement is a growing and a constructive contribution to education in its largest sense.

How can the principal set about establishing a school center? In some cities the problem is more or less decided for him by the existence of a citywide community and recreational center program. Even in such places it would be interesting to study a local school district to discover the number of persons *missed* by the citywide plans. In cities where no general program exists there are three questions facing the school principal: (1) What are the negative agencies in the district? (2) What positive forces (parent-teacher associations, recreational groups, improvement associations, churches, etc.) exist in the community? (3) How can the school integrate the positive agencies so as to combat the destructive elements and substitute a community atmosphere which enriches life?

Fortunately, for most principals there are many persons interested in solving the same three questions. Close at hand are the local and state recreational, vocational, educational, social service, and religious groups. On the national basis there is the National Education Association with its Commission on the Enrichment of Adult Life. Other important national agencies are the National Recreation Association, the American Library Association, the American Association for Adult Education, and similar groups. Often principals can take the suggestions of such national groups and with suitable modifications contribute something unique to the local community center plans.

It will be worth the reader's time to consult the references given at the end of this chapter.—*Editorial Committee.*

CHAPTER VI

COMMUNITY CENTER ACTIVITIES

THE SCHOOL AS A RECREATIONAL CENTER

STANLEY F. FINK

Principal, Tyson-Schoener School, Reading, Pennsylvania

THE SCHOOL OF THE PAST has served its purpose but today it has a much broader service to offer the community. Formerly, children came to school willingly or otherwise, and the teachers with their limited knowledge of the function of a school did their best to train the children to master the three R's. The school served the children of the community for a few hours of the day only. The school did not serve all the people nor did it have its doors open after the so-called school hours, except for an occasional play that the children put on for the citizens or for the meeting of a parent-teacher association.

At the present time when there is so much unemployment the school should help provide recreation for the people who are so unfortunate. Young men and women out of work cannot buy pleasure as so many of our people of today do, these unemployed are without money for months and months. What recreation can they seek that is free for them for they have no funds even to join an institution offering them recreation in swimming, dancing, and other wholesome pursuits? Have you ever experienced going about for a long time without employment and not a penny in your purse, yet you are still young enough that you want to play and associate with others? Indeed, it is when young folks, especially, are without means of recreation that trouble brews.

The evening recreational center—About a year ago the Junior League joined with the department of recreation in asking the board of education of this city for the use of one of its school buildings for adult recreation purposes. The three bodies worked together in planning the first evening recreation center for adults. The plan was one of real cooperation. The board of education furnished the building, light, heat, and janitor service; the Junior League furnished the funds for teachers' salaries and equipment, while the recreation department supervised the center. The school chosen for experiment was the Tyson-Schoener School, the largest and best equipped elementary school in the city. The school is located in a thickly settled section of the city where there are many people of foreign extraction. There are twenty or more nationalities making use of the school. The principal of the day school was appointed director of the evening recreation center. An assistant director was also appointed.

The center was opened with a community night which was attended by more people than the school hall could hold. The people were told what the school could offer them in the way of wholesome recreation. People were permitted to register for various classes and were given membership cards. Every activity offered is free absolutely, so no one is denied membership in this or that activity due to any fee that might be asked.

All classes in the center are directed by experienced, paid leaders. The Junior League members volunteered their services by serving at the desk to check up on attendance and performing similar useful acts.

In less than no time the membership of the Tyson-Schoener Recreation Center grew to 1500 persons and this year the membership is far greater. Last year we had to close the membership when it reached 1500 due to the lack of facilities for conducting more work than we had anticipated; but this year the Junior League increased the budget, thereby making it possible for us to conduct the center on an enlarged basis.

TABLE 1—TOTAL AGGREGATE ATTENDANCE FOR 1930-31

Social dancing instruction	2129
Tap dancing	3350
Wrestling	1140
Boxing	1110
Men's gym period	1031
Ladies' gym period	1475
Glee club	362
Dramatics	390
Indoor baseball	840
Basketball	1075
Men's game night	2100
Leathercraft class	420
Library	13447
Social dancing period (no instruction)	6320
Total	35,189

Within one week after the opening night of the center this year every activity was taxed to capacity. The demand for the gymnasium is so great that the number of people and teams using it has to be limited. Indeed so great was the desire for membership in various activities that many of the members, for fear that they would not be able to join this or that activity, wrote weeks in advance of the opening night asking to be considered for membership.

Once a week the center conducts social dancing for the members. The orchestra is composed of young men who are members of the center and who offer their services voluntarily. It is not uncommon to find four or five hundred members dancing in the little hall set aside for that purpose.

The total attendance for the year counting all activities was more than 35,000 as shown in Table 1. There was no damage whatever and the morale of the younger folks has been proven to be better than when the center first opened its doors. Boys and girls who a few years prior were considered menaces to the community were the staunchest supporters of the center, and many of them will be the future leaders in the several activities offered.

This year at the school center the work is conducted in units. The center is open six months of the year from October 15th until April 15th. From our experience during our first year's work we have found that in some instances six months is too long for certain activities. The unit plan helps to do away with this difficulty and at the same time makes it possible for us to offer more activities (but for shorter periods).

TABLE 2—VOCATIONS OF MEMBERS OF RECREATION CENTER BETWEEN
OCTOBER 15, 1930, AND FEBRUARY 15, 1931

Assembler	5	Fixer (Looms)	3	Presser	8
Attendant		Folder	1	Puller	3
(Gas Sta.)	2	Finisher	2	Roofer	2
Auto Mechanic	3	Gardener	2	Rounder	1
Baker	10	Housekeeper	58	Runner	1
Bookkeeper	4	Helpers	10	Spacer	1
Boarder	14	Heeler	11	Salesman	4
Baster	1	Hatter	2	Scratcher	4
Barber	10	Hairdresser	1	Seamer	25
Butcher	6	Inspector (Paper)	3	Sectioner	4
Bricklayer	1	Inspector (Meat)	1	Shoe Shiner	2
Contractor	1	Ice Man	5	Spinner	3
Candy Maker	6	Janitor	1	Springer	1
Caddy	1	Knitter	90	Stenographer	8
Carrier	2	Laborer	61	Stocker	1
Cutter	7	Lock Maker	12	Sprayer	2
Conductor	2	Looper	19	Shoemaker	7
Cementer	1	Machinist	23	Stamper	6
Collector	2	Matcher	1	Spooler	1
Creaser	3	Mender	8	Sweeper	1
Clerk	34	Messenger	34	Tailor	12
Cigar Maker	2	Molder	1	Teacher	10
Dyer	4	Musician	1	Timekeeper	1
Driver	15	Needle Maker	9	Topper	21
Driller	6	Needle Straightener	12	Tool Maker	1
Dental Hygienist	2	Nurse (Child)	9	Trimmer	1
Dipper	1	Operator	7	Tray Boy	3
Electrician	1	Ornamental Worker	3	Turner	1
Elevator Boy	1	Packer	40	Waitress	2
Examiner	14	Painter	8	Weaver	6
Filler	8	Pairer	8	Winder	5
Feeder	2	Plater	1	Wrapper	1
Foreman	1	Plumber	1		
Fitter	2	Polisher	2	Unemployed	472

The program for the year is as follows:

Unit One (October 15 to December 19)

Volley ball—2 nights¹
Tap dancing (beginners) 1 night
Tap dancing (advanced) 1 night
Library—5 nights
Leather craft—1 night
Boxing—2 nights
Social dancing—1 night
Sketch club—1 night
Drama club—1 night
Folk dancing—1 night
First aid—1 night
Gym class—2 nights, men; 1 night, women
Shuffle board, ping-pong, quoits, etc.—5 nights
Quiet games (cards)—5 nights

Unit Two (December 20 to February 4)

Basketball—2 nights
Tap dancing (beginners) 1 night
Tap dancing (advanced) 1 night
Library—5 nights
Wood work—1 night
Boxing—2 nights
Social dancing—1 night
Sketch club—1 night
Glee club—1 night
First aid—1 night
Wrestling—2 nights
Gym class—2 nights, men; 1 night, women
Shuffle board, ping-pong, quoits, etc.—5 nights
Quiet games (cards)—5 nights

Unit Three (February 5 to April 15)

Baseball—2 nights
Library—5 nights
Tap dancing (advanced)—1 night
Tin work—1 night
Social dancing—1 night
Wrestling—2 nights
Gym class—2 nights, men; 1 night, women
Shuffle board, ping-pong, quoits, etc.—5 nights
Quiet games (cards)—5 nights
Ukelele club—1 night
Camera club—1 night
Recreation leaders' course—1 night

In addition to the regular courses offered in the evening recreation center there is also conducted in the evening a Boy Scout troop, a Camp Fire Girls' leaders' course, a gymnasium practise period for men from various fire companies of the city, a gymnasium practise period for church boys, a gymnasium practise period in basketball

¹Volley ball is provided two nights per week. Read other items on a weekly basis.

for boys of a business school, several social clubs composed of the members of the center and a hiking club.

The school also has a Mothers' Club, composed of the mothers of children attending the Tyson-Schoener day school. This club meets once a month and its purpose is to give the mothers a "night off." It gives the mothers an opportunity to meet with other mothers of the school and the teachers as well as provide a social evening. This club has also rendered valuable assistance to the school in financing or helping to carry out certain projects. Recently the club furnished the nature study room in the platoon department.

There is a baby welfare station open two afternoons per week during the school year and every day in summer. Mothers and expectant mothers receive valuable aid through the efforts of this department.

An afternoon class is conducted by a special teacher once a week for foreign-born and illiterate mothers who wish to read and write the English language.

The after-school program—The school building is open daily from 3:45 p.m. to 5:00 p.m. for the after-school center. This center is financed also by the Junior League along with the cooperation of the board of education. Ofttimes a student excels in music, art, athletics, or other school activities, but due to time and amount of pupils in a given class it is impossible to give that student all that should be coming to him in the matter of enriched instruction. These pupils are invited to attend the after-school center where their work may be more enriched than ever due to small classes and extra time. Other pupils are also invited. No one is denied the help of the after-school center. The after-school center is conducted from October 1 to May 1. The following activities are offered: Folk dancing, basketball, volley ball, baseball, nature study, handwork, music, art, story telling, library, games, clubs.

Of the 1300 children attending our regular day school more than 700 have benefited by the after-school center. This year the after-school center is run on a more extensive basis than before.

That the children like the after-school center is unquestionable. Every day they ask whether we shall supply more teachers this year. Many times the children are not ready to leave at the designated hour and beg to remain longer. To some of them this is the only real play provided for them after school hours. Many of them know nothing but poverty, drudgery, and undernourishment. It is far better to have them remain after school for a little while than to have them playing along the railroad, the river front, or some back alley, where they might obtain bad habits.

The school serves the community—The assistant director of the evening school center also works in the various institutions throughout the county where she offers the guests recreational privileges. She travels from place to place bringing cheer to the shut-ins. Her

work varies according to the type of institution but usually includes story telling, handcraft, dramatization of stories, games of every description, and group singing.

The cost of running the evening and after-school center along with the institutional work is not very great. In his letter to the members of the Junior League the Superintendent of Public Recreation said: "... Best of all, you have done three fine jobs on a budget of \$3,334. It is a well-known fact that one who enjoys full recreational advantages under supervised leadership throughout the period of youth becomes a good citizen and contributes material of worthwhile value to society. He is an asset instead of a liability." This year the Junior League has increased the budget for expansion of its work so that the budget is about \$4500. With this increase it is possible for the center to do much more work.

In connection with our program Amanda E. Stout, superintendent of schools, says: "It is my firm belief that the school must serve the mass of the people at all times, and under proper supervision, leadership, and cooperation this can be accomplished to a great degree. In the community school of today rests the future of tomorrow."

The school serving the people, as described in this article, will be a preventorium for many ailments of society. Such a school is, in the best sense, the servant of the community.

THE PRINCIPAL'S SUCCESS or failure depends in large degree on his activities in his community. Indeed, the way in which he conducts the community relations of his school is often the decisive factor which determines whether or not he is considered successful. During my years in school work, I have known a great many principals; I cannot think of a single successful one who did not maintain good contacts with the community.—Frank Cody, Chapter I.

CENTERING SCHOOL ACTIVITIES AROUND COMMUNITY NEEDS

MARY L. MARTIN

Principal, Schiller School, Minneapolis, Minnesota

HUDDLED in the corner of the side bench against the back seat of an early morning school-bound street car, a small boy, age about nine years, was fast asleep. Beside him sat the new principal on her way to her new school. She noted that a thin brown hand clutched the twisted end of a large white flour sack filled almost to capacity, while the boy's small head rested between the bumps of the sack's bulging contents. Joe, whose name she learned later, was one of many "bread collectors."

These young "bread collectors" rose early to reach town in time to solicit a fair share of stale bread from the night chefs before the day shift came on. The small boys, their flour sacks well-filled, patronized the early morning cars, while among the late night-riders were their brothers who had promoted themselves from the menial task of collecting bread to the more sophisticated means of obtaining money by shining shoes and selling newspapers around the "loop district."

Late one night, the principal contrived to ride from the loop district to the school neighborhood to verify the complaints of patrons who said they avoided, if possible, being on the same car with these young night merchants. She witnessed offensive conduct, first-hand; she noticed emotional outbursts and a lack of restraint, the natural outlet for the thrills of excitement experienced in their night's adventure.

What could these boys do as they grew older but shoot craps on the electric-lighted corner? There were no movies in the district, no dance halls, no parks, and no school playgrounds permitted to them for evening play. What could they do for recreation? What should the community do for them?

Athletics as a point of contact—The out-of-school group was reached through athletics. Since it has been good for them the idea was advanced for the regular school children. Mass meetings of pupils and teachers were called, the value of athletics was discussed, the qualifications of athletes were listed, and means to raise money for equipment were planned. The day pupils played in the Public School League, but had never been equipped. Now they were to work for baseball suits, brand new baseball suits, and shoes. What a feeling for those boys! How proud the mothers and fathers and older brothers would be to see their boys all equipped like those of other teams.

An *esprit de corps* was developed gradually in the school and neighborhood through the athletic program. The community abided by decisions of umpires and took the defeat of the school teams in a spirit of good sportsmanship. At last their perseverance was rewarded. After four years of citywide competition, the city championship trophy for baseball graced the hall of Schiller School. School and community were drawn closer and closer together through the magic of athletics. This in itself prepared the way for a diagnosis of problem children referred by teachers to the office.

Absence and home conditions—Children who were repeatedly tardy or absent were interviewed. Was it any wonder they could go into a sound sleep in the classroom? They were the early "bread collectors," awake before daybreak, undernourished, and since they were indifferent to school work, they were getting farther behind in their grades, and putting up a defense for their backwardness by refusing to obey or to study. School did not interest them.

The newsboys, out late at night, were a greater problem. They were older and more retarded in academic work. They could not adjust to the school program as set up; so they stayed away and brought faked excuses. A visit to John's home revealed the economic distress of the family. John sold newspapers, his mother worked all day, his father had left home, his older brothers loafed, and the younger children prepared meals. Mother took all the money earned to pay on the home. There was no family life, each was for himself. John was incorrigible. He stayed downtown all night. His large blue eyes could plead for charity so sincerely that strangers were imposed upon. The payments on the home were not kept up; in time it was forfeited for the amount due. The mother broke down and was sent to a sanitarium. The younger children were then cared for by the small earnings of the older sister. And there were many homes like John's.

Boys and girls were kept home to watch the staked cows grazing within the area of their attached ropes. It was the duty of the little herders to move the cows from patch to patch. In so doing they occasionally stopped for a word (in Russian) with the goose woman, carefully tending her geese in the same field. Then, too, if the children were not watching the cow, they were kept home to watch the baby while mother did the family washing. No labor-saving devices to be found in these homes.

Children did all the shopping downtown, they paid the taxes, rent, water, and gas bills, but stayed out of school to attend to these duties. Teachers faithfully checked over the chronic cases of delinquency and the excuses given for absence and tardiness. It was impossible to make satisfactory contacts with all the homes concerned, as many of the parents could not speak English. The attendance record de-

partment was interceded with for a social worker who could speak the Slavic languages.

Reaching the parents—A visiting teacher was sent and a campaign was launched to explain the school and what it stood for to the foreign parents. The Froebel Club, an association of Minneapolis kindergarten teachers, offered their services to make a social survey of the community with the guidance of the visiting teacher. They visited homes and arranged for mothers and fathers to come to school parties to get acquainted with the teachers of their children. The Froebel Club Teachers were hostesses. They called for their guests who were shy about appearing in school with their national country headdresses. The parties became more popular and gradually a number of classes in English for the foreign-speaking were started. Mothers came to learn to cook American dishes and to learn to sew on American machines. While they sewed and cooked they were learning English. There were many children who were proud that their mothers and fathers were coming to night school to learn English.

Through the efforts of the Froebel Kindergarten Teachers' Club, friendly and social contacts were made for the foreign-born of the community. Mothers were made acquainted with the service of prenatal clinics. The fear of being exploited was gradually changing to a feeling of confidence in the teaching staff of the school to which they were beginning to come for counsel. The visiting teacher's program was a full one. She understood their language, their background, their customs, and traditions. They confided to her information that explained many of the difficulties that caused delinquency.

Centering interest in an adjusted school program—A knowledge of the community from a social, physical, and mental standpoint made possible a reorganization of the school program. The school opened its doors to the community five nights a week. Activities that contributed to their social, physical, and mental progress were offered. All the extracurriculum activities permitted grouping according to interests. The Newsboys' Club under the leadership of a teacher and visiting teaching wrote a two-act play.

Classes in social dancing were offered. These were very popular as few of the young people knew how to dance before this. Men and women took their alternate nights for gymnasium work. The community worked in a unit for the welfare of their children and the improvements needed in the neighborhood. Among the improvements procured there was a large playground for supervised recreation.

The Family Welfare, a relief agency, accepted a plan submitted to them by the school. That organization was to employ paid practical housekeepers, those who had experienced economic needs, to go into

the motherless homes and teach the children how to keep house. Workers and children scrubbed floors, washed dishes, made beds, and cooked meals together. The improvement in housekeeping warranted a continuation of this experiment of constructive service rendered by the Family Welfare. Whereas four workers were necessary in the beginning, one such worker now takes care of the district. In this way, the community is learning that if the children are physically fit they have a better chance to make normal school progress.

The attention of the teaching staff now could be focused on the academic achievement of their classes. A meeting of the parents was called to discuss the regrading of the school from the first through the eighth grade. Fancy our amazement and our delight when their consent to this proposal was readily obtained. Fathers and mothers who attended gym classes, shopwork, glee clubs, citizenship classes, placed such faith in the teachers that they agreed to whatever thing was thought best for the welfare of the children.

Permission was granted by the superintendent to make an experiment with the "seriously over-age" group. Members of the group had repeated grades from two to eight times in nine years. Chronologically these pupils belonged in the seventh and eighth grades and in high school. The teaching procedure was carried on through an activity program. The first discussion was one of goals to achieve. For those who would soon be sixteen years old, the immediate goal was "to get a job." The teacher began by trying to make these pupils see what getting and holding a job meant. This class studied the community of which they were a part, the same community in which they were to be turned adrift at the end of their legally enforced attendance period. They were given standardized tests in September, 1929; at mid-year and in September, 1930; at mid-year and in June, 1931. The progress made in reading, in solving problems in arithmetic, in social studies, and in spelling, proved that they did achieve. The greatest success was the restoration of their self-respect with a new outlook upon life. The two years given to this work had prepared them to take their places in the community of which they are now a part. *Their self-respect had been restored.*

Conclusion—The school can become more than a recreational center. It can focus the whole thought of the community toward the conservation of human lives. The making of the man requires a chain of three strong links—the child, the parents, and the teachers. No one of these links can afford to let any other link fail. Home and school must work to make the other effective. But this relationship is not complete until it enlists the keen interest and hearty support of the child. Sometimes in winning the child's interest both the home and the school must adjust and grow to meet the child's needs.

THE SOCIAL CENTER SERVES ITS SCHOOL

LILLIAN C. THIES

Principal, East Trowbridge School, Milwaukee, Wisconsin

A RAPIDLY CHANGING industrial and economic society has made it possible for the masses to satisfy physical appetites and also higher and more advanced aspirations. Out of these rapid changes has emerged a new social responsibility for the individual. We tend to give more heed to the welfare and happiness of the members of our community. More people are exercising work-privileges and more are exercising leisure-privileges than ever before because they want to. They feel that the important thing in life is an opportunity to express themselves physically, mentally, and emotionally. Education, therefore, must consider the pursuits of leisure as well as those of learning, for the expression of individuality belongs to leisure rather than to work.

Citywide organization and program—The Milwaukee community-recreational system is conducted under the board of school directors. It is administered through the extension department under the control of the superintendent of schools. The extension department consists of a director and five assistants, each in charge of a division of the work. The department operates and directs the Milwaukee community centers and the educational and recreational work of the playgrounds.

The director believes in educating the community through a socializing process which utilizes work and play interests as well as book-learning. Through an organization of social centers and playgrounds the extension department has created an environment in which youth and adults may work and play together. Community members participate in glee club activities, orchestras, dramatic clubs, gymnastics, games, and projects. They carry their interests and community feeling into their lives and the community life outside of centers and playgrounds. Community centers are found in wealthy neighborhoods and in poorer ones. They are as eagerly welcomed by the abler classes as by those for whom existence is often a struggle.

Milwaukee has sixteen social centers of which number fourteen are housed in schools and two in specially equipped buildings. These sixteen centers are all of the same type.

In the year 1929-30 the 59 English classes served a total of 2231 foreign students, of whom 1431 were men and 800 were women. Of the grand total 174 were under 21 years of age, 1743 were between the ages of 21 years and 40 years, 302 were between 40 and 60, and 12 were over 60. At the time of their enrolment, 892 men and women were without citizenship papers; declarants and petitioners numbered 1119, naturalized citizens 146, and native citizens 74.

The foreign patrons represented a total of 44 nationalities; German students numbered 1451, while Argentina, Chile, Columbia, and Cuba each boasted one student. Indians, Negroes, Armenians, Australians, Austrians, Belgians, Danes, Egyptians, Filipinos, Finns, Italians, Irish, Croats, Serbs, Mexicans, Poles, Portuguese, Russians, Swedes, Syrians, Turks, and Ukrainians work side by side night after night, in English, Americanization, and citizenship classes. They are learning our language and our customs, and above all, learning to become good neighbors and good American citizens.

During July and August of 1931 the total attendance of participants and spectators at the city playgrounds exceeded a million and a half persons. During the year 1930-31 the aggregate attendance count for outdoor activities was 5,122,438 persons. To this total should be added a total attendance at indoor activities of 1,199,181 persons. The attendance at indoor activities was divided as follows: 1,016,886 full-time members of the social centers; 142,239 part-time social center members; and 40,056 boys and girls in attendance at Girl and Boy Scout troops activities. The full-time attendance at the social centers was divided among the various activities as shown in Table 1.

TABLE 1—TOTAL ATTENDANCE DURING 1931 AT INDOOR ACTIVITIES OF THE SOCIAL CENTERS

Time	Activity	Total Attendance
Evening	Academic classes -----	68,249
	Industrial and crafts -----	98,349
	Athletics, games, and gymnastics -----	29,579
	Special dancing classes -----	8,794
	Library and story telling -----	35,165
	Clubs -----	103,167
	Community and social events -----	159,846
	Unclassified -----	162,637
	Total -----	665,786
Afternoon	Academic classes -----	5,262
	Industrial and crafts -----	4,590
	Health clinics -----	3,399
	Athletics, games, and gymnastics -----	53,280
	Social dancing -----	1,844
	Library and story telling -----	45,003
	Club activities -----	41,897
	Community and social events -----	169,517
	Unclassified -----	26,308
	Total -----	351,100
	Grand Total -----	1,016,886

The following enumeration of activities offered are illustrative of the opportunities offered to children, youths, and adults in a neighborhood center. The activities are open to any interested child from 4:00 to 5:30 daily, and to adults from 7:30 to 9:30 p.m.

A partial schedule of the activities to be found in the centers nearest the author's school is as follows:

1:30 to 5:30 p.m.

Child health clinics
English for foreign mothers
Mothers' club
Library and reading rooms
Girls' activities
Girls' clubs
Girls' gymnastics and dancing class
Girls' story hour
Girls' table games
Girls' showers
Girls' quiet games
Girls' Blue Bird clubs
Girls' Find-Out club
Boys' Peter Pan club
Boys' clubs
Senior boys' basketball
Boys' table games
Boys' story hour
Boys' showers
Boys' gymnastic games
Boys' Junior Optimist clubs

7:30 to 9:30 p.m.

Sewing and dressmaking
Mothers' club
Girls' club
Older girls' and women's club
Women's showers
Art and handicraft
Neighborhood parties
Library and reading room
Men's showers
Young men's basketball and gymnasium
Glee club
Dramatic club
Motion pictures and entertainments
Table games

Saturday

10:00-12:00 p.m. Little folks play hour
2:00- 4:00 p.m. Senior boys basketball
2:00- 5:30 p.m. Men's showers

A list of activities conducted throughout the city in the centers follows:

Academic

English
Naturalization
Lip-reading
Polish

Industrial and crafts

Applied arts
Cabinet making
Cooking
Dressmaking
Home care of sick
Mechanical drawing
Millinery
Miniature aircraft
Personal health and care
Radio class
Reed work

Athletics, games, gymnastics

Billiards
Boxing and wrestling
Table games
Highly organized games
Low organized games
Gymnastics—women
Gymnastics—men
Soft shoe dancing

Social dancing classes

Young people
Married people

*Library and story telling**Club activities*

Athletics
Checkers
Chess
Debating
Dramatics
Parliamentary law and public speaking

Musical clubs

Bands
Glee
Chorus
Orchestra
Ukelele and strings

Social clubs

Girls
Boys
Adults
Mothers

Civic organizations

Sea Scouts
Boy Scouts

Girl Scouts
Newsboys' Republic
Junior Optimist
Parent-teacher associations
Sane Fourth Commission
Miscellaneous civic associations

Community and social events
Entertainments, lectures, recitals
Banquets, parties, socials
Movies
Nursery
Showers
Wardrobe

Every valid taste and interest may be gratified by some activity or recreation offered by our citywide extension system. The game room provides for table games. There is the simply organized game for the rough young fellow from the street or for the youth of low mentality, and the highly organized game for the intelligent young business man of the neighborhood. Each type of game has a specific psychological purpose in the game curriculum. The quiet game is planned to lure the timid soul into neighborly enjoyment of a social situation, and the exuberant youth may box or tumble to his heart's content without danger that an unlawful brawl may end his enjoyment.

How the citywide program affects a school—The author's school is served by two social centers, both within the radius of a mile or so. Since over 20 percent of the school population is of Italian parentage, one of the centers, the Beulah Brinton, caters largely to Italian interests.

Recently the writer accompanied a group of Italian youngsters on a visit to Beulah Brinton Center after school hours and was delighted to witness their enjoyment of the big clubhouse. Italian mothers in the neighborhood do not worry as to the whereabouts of Joe or Carmelita, for the larger boys are playing football in the triangle before the building and the smaller boys and girls are gathered about the story hour lady. The quiet game rooms are filled with players grouped about its tables, and along the bookshelves in the library boys and girls are sampling story books and magazines. The shower room is popular with the young women, and the girls' tumbling class is almost too crowded for efficiency and comfort. Enthusiastic soft-shoe dancers wheel back and around in esthetic rhythm, and in a nearby room a group of quiet, eager boys are forming a club under the direction of a young teacher of gymnastics. Another large group of little girls is making decorations for a party. Bustle and pleasure in work and play are seen everywhere.

After the visit the writer asked a few questions of a mixed group who attend the Beulah Brinton Center. From these answers it appears: (1) that girls and boys usually attend the center two or three times a week; (2) a majority attend in the afternoon between 4:00 and 5:30 p.m.; (3) among the most common handicraft activities are sewing by the girls and airplane building by the boys; (4) among the best liked activities for the girls are dancing, movies, cards, and

games, while the boys prefer the sports; and (5) all of the children expressed approval of the center as it is, and evidence of loss if the center were removed.

The above conversation with this group of Italian children about Beulah Brinton Center showed their deep appreciation of its benefits. They are enthusiastic supporters of its pleasures and activities. They had to be assured, however, that the questions asked boded no evil to their beloved center. They pointed out that this place was a haven right in the midst of their homes, that it was a real part of their lives, and that it inspired their out-of-school and home employments. The parents of these Italian children have not become as yet sufficiently socialized to patronize the center to any great extent. They are more attached to the ways of their native Italy and prefer their own group clubs and dances for adults.

A visit to another neighborhood center showed better what a big factor the center is in filling the leisure hours of the older youths and the grown-ups in the community. The Dover Center is a fine place, quiet, dignified, orderly and earnest, yet full of cheer, bustle, business, and pleasure. The genial principal of the day school personally conducted the writer on a thorough tour of the center virtually from basement to attic. There were rooms upon rooms filled with hard-working or hard-playing people. Babies in the nursery room romped and rested under the watchful eye of a motherly matron, while the parents made aprons, kimonos, and dresses. One mother displayed a tiny garment she had remodeled from a donated cast-off grown-up's costume for the total cost of 27 cents.

Men and older boys in the manual-arts room were building rowboats and speedboats for next summer's enjoyment. One man, out of a job, exhibited the cabinet he was putting together for his wife's Christmas present and the toy furniture he was fashioning for his small daughter. A business man's basketball game made the auditorium ring with shouts, and nearby a soft-shoe dancing class held us spellbound. In the English, citizenship, and Americanization classes, earnest foreigners, old and young, were studying hard to become worthy citizens. A peek within the parliamentary practise class demonstrated that these scholars were taking their work most seriously.

We started the tour at 7:00 p.m. and 9:30 found us still going—a trip from activity to activity, and each one more pleasing than the others. All types of people were attending—high school and vocational students, young girls from offices and shops, working men and women, fathers and mothers, and the business men of the neighborhood. The center was charming, a place of courtesy, good-fellowship, friendship, fairness, and earnest endeavor. It seemed that all of these people were having the best of times and that the greater num-

ber would carry away with them something valuable for their lives outside of the center.

Conclusion—Milwaukee centers, playgrounds, and play-programs are valuable to our school and to our community. They provide facilities and initiate abilities for a life of self-development and community responsibility. They reach the very members of our community most in need of socializing influences. Visits to some of Milwaukee's community centers have left the author with a deep respect for them. They occupy a position vital to Milwaukee's educational system. Their aim and purpose are intrinsic to the system itself—socialization of the people.

SCHOOL AND HOME CANNOT BE INDEPENDENT
one from the other, for there is no marked division line between the school community and the home community. The school is but one part of the child's community life. The pleasant and unpleasant happenings of the school are carried over into the home. The pleasant and unpleasant happenings at home are likewise carried over into the school. Home visitations help the teacher to better understand and better deal with the pupil, for this knowledge of home life can serve as a background in the interpretation of school life.—Arvin N. Donner, Chapter IV.

A SCHOOL-COMMUNITY LIBRARY PROJECT

FRANK D. HENDERSON

Principal, Central School, Seattle, Washington

WHAT IS THE RESPONSIBILITY of the school to the community? Should unsatisfactory conditions which affect the school life of the child be considered as school problems? Points of view on these questions differ, but mainly because school people, as a rule, believe that each home should assume a certain responsibility for the welfare of its children.

In 1929 the writer was transferred to a school, the territory of which bordered the industrial district. It shall be the purpose of this paper to set down some of the problems and situations discovered in the community and how the school attempted to meet them.

What do children read?—Early in September a study, cooperated in by the teachers, was begun, the purpose of which was to discover the factors affecting the learning situations of the children. The study was an inquiry into the home conditions, covering the language spoken in the home, books and magazines available, and whether or not they were printed in English or in a foreign language. This inquiry was made of 193 pupils of the intermediate grades. The results of this investigation seemed to give a real picture of the home life of the community to which the school must somehow attach.

Thirteen language groups other than English were disclosed, and included Italian, French, Spanish, German, Swedish, Norwegian, Polish, Belgian, Portuguese, Swiss, Gaelic, Lithuanian, and Dutch. Of the 193 children included in the study, 121 or 62 percent spoke, or understood when spoken, one or more of the foreign languages. The study also disclosed that a large number of the parents were foreign born and that several of the children had attended school in a foreign country.

These facts would lead one to expect to find a lack of material in the homes with which the children might supplement their school work. Of the 106 girls studied, fifteen said they did not have books in their homes, four did not have a newspaper, and thirty-four did not have a magazine. Three homes had the *Child's Life Magazine*; one, *National Geographic*; two, *The American Boy*; one, *Every Girl*; and one, *Popular Mechanics*.

Of the eighty-seven boys studied, twenty-one said they did not have books in their homes, two did not have newspapers, and forty-five did not have magazines. Four homes had the *Child's Life Magazine*; two, the *National Geographic*; three, *Boys' Life*; two, *American Boy*; one, *Junior Home*; and six, *Popular Mechanics*.

Improving conditions—The problem, as the school saw it, was one of supplying each child in the community with suitable books

and magazines so that the opportunities of each child might be more nearly equal. After a careful study of the situation, a school library, with checking privileges, seemed to be the way out, and the necessary machinery was put in motion to make it possible.

A large classroom was selected to house the library, and the board of education equipped it with mahogany tables and oak chairs. All available books were brought together and the funds in the book budget were used to purchase additional books, suited to the ages of the children.

A checking system was devised for the 700 books thus brought together, and several of the more precocious pupils were trained as librarians. The work to be attempted was explained to the parent-teacher association of the school which was advised of the need for magazines suited to the age of the children. The association agreed to provide the school with fifty dollars each year, with which to purchase suitable magazines.

The magazines were purchased each month as soon as released by the publishers, and were especially prepared for circulation by having the covers reinforced before being placed in the library. This reinforcing amounted to the removing of the covers and attaching a sheet of heavy craft paper on the inside by means of gluey paste. The covers, when dry, were again sewed to the magazines, and a library pocket for the checking card was glued to the inside of the front cover.

The preparing of the magazines for circulation entailed considerable work and was done by pupils whose work was of such a high standard that they had additional time in which to render service¹ to their school.

The magazines, after being prepared for circulation, were placed in the school library. They were then ready for use and might be used for pleasure reading, supplementary reading, or they might be checked out by the pupils and taken home for the period of a week, the same as the books.

The library opened at seven-thirty o'clock each school morning, so that the children of the mothers who worked might come and spend their time with profit, rather than waste it on the streets. It also served during the school day to accommodate the regular classes in reading, which were brought there for the forty-five minutes reading period by the teachers of the social subjects.

Some results—After two years the library had grown from its meager beginning to 1200 books and some 500 copies of magazines, which are always new to children coming up through the grades.

¹Henderson, Frank D.—“Pupil Morale and the Service Point System,” *Ninth Yearbook*, Department of Elementary School Principals, 1930, p. 504.

A check of the circulation, for the sixteen school months it had been in operation, showed that 4970 books and 1100 magazines had been withdrawn.

The outstanding accomplishment of this school-community project seems to have been as follows:

1. It gave the school the opportunity of providing the children with worthwhile books.
2. It placed the introduction of current literature to children under school control.
3. It provided all the pupils with the best in current literature, irrespective of economic status.
4. It made it possible for the homes to have many magazines each month without cost.
5. The pupils, through their directed home reading of good books and magazines, were able to supplement classroom work with fresh material and new points of view.

AN EDUCATIONAL PROGRAM can advance only as the attitudes and values held by the community progress. Consequently, it is of the utmost importance that those who are responsible for the formulating and administering of any educational program, whether for the youth or the adult in a community, should have an objective comprehension of the shortages and resources of that community. Only so can any educational social agency do effective work—Dorothy C. Mott, Chapter III.

A TOWNSHIP SCHOOL CENTER

ALICE B. SAILEY

Principal, Lawrence Township School No. 4, Trenton, New Jersey

IT IS A FOUR-ROOM rural consolidated school serving a community of about seven square miles. The school staff includes four teachers who live within three miles of the building and participate actively in community affairs.

Our community club—Several years ago the township supervisor proposed that we organize a community club. This proposal seemed better than a club for mothers, because transportation limitations made it necessary for the mothers to come in the evenings with the men. A general club gave us a chance to enlist the fathers and other men-folk of the local families.

The club exists "to promote education, health, and general happiness, good feeling, good fellowship, and goodwill; to cooperate with the teachers, the supervising principal, and the board of education for the uplifting and the betterment of School Number Four and the community in general."

Once a month a meeting is given over to a program by the pupils. At this time school work is exhibited so as to enlist the interest of parents in the school's program. Twice each month dances are held in the large community room in the basement of the school. In the autumn one event is an old-fashioned oyster supper and during the winter months a play is given. Another event of the winter is the quoit tournament for men and women. The first prize is a silver loving cup and for other places various appropriate awards are given. The men frequently play games with teams from outside of the district.

Dues of ten cents a month are collected from each family. This fee includes the whole family, but when a child reaches eighteen years of age he is supposed to join the club as an individual and pay his own dues. The plan works well as the young people look forward to the time when they can pay their dues and become regular voting members.

Thirty percent of all money taken in by the community club is turned over to the writer for the purchase of any necessary equipment. In addition, the club has furnished the teacher's room, a kitchen, and an indoor playroom; purchased three hundred assembly chairs, a radio, and two pianos; and planted shrubbery.

A standing committee on building and grounds consists of a landscape gardener and two assistants. This group keeps the shrubbery in fine condition and makes the necessary replacements. In 1932 the committee plans to provide all previous graduating classes with a tree to plant during the Washington Bicentennial celebration.

Members of the school board are often members of the club and the closest cooperation is always maintained. On several occasions the board has refunded 50 percent of the club's expenditure for permanent improvements on the school.

An alumni association—Graduates of the eighth grade have formed an alumni group which meets the last Friday evening in May. The mothers serve a dinner, and then everyone joins in the evening of "being kids again."

The club gives a five-dollar gold piece to the eighth-grade student with the highest scholastic average. The second best student is given a two and one-half dollar gold piece. At Christmas the school gives a cantata. Every child in the school takes part, admission is free to all who want to come, but the association pays the necessary expenses. In June the club organizes the school picnic, provides the transportation to a nearby park, and supplies the ice cream.

At present the club group is presided over by a single young man of the village who works incessantly for the good of both school and club. Membership totals close to three hundred, and the many fine social affairs continue to attract others who appreciate wholesome activities.

The school has become our school—The writer has been principal in the school since it opened seven years ago. It has been a constant source of inspiration to see how anxious these rural folks are to give their children the best. The keen interest aroused in the educational program seems to follow the children to the high school.

Wholesome activities have done much to merge the school and the organizations. Adults turn to the school for much of their recreation. Children enjoy the association with adults under normal non-teaching circumstances. Both groups are careful of the school building and willingly cooperate in many projects. Thus it is that "the" school has become "our" school, and ever continuously a "better" school.

BEFORE GOING INTO THE HOME of a child the teacher should study the child. By a study of the child we mean to find out as much as we can about him mentally, physically, emotionally, and socially. We must know the child as an individual person, know how he fits into the school group, and know him as a member of the home and community.—Myrtle H. Holtberg, Chapter IV.

YOUTH MOVEMENTS IN THE SCHOOL

RUTH DUNBAR DE WINDT

Executive, Camp Fire Girls, Grand Rapids, Michigan

EDUCATION in all of its phases is undergoing rapid changes. The school, still the center of formal education, is radically different than it was even a few short years ago. As the school has changed, so has the place of the administrator changed from that of dictator to one of adviser and leader.

The modern principal of an elementary school does not depend entirely on what the traditional curriculum says should be taught, rather he studies the needs of his community and makes over the curriculum to fit these needs. The life of his people forms the basis of the course of study, and the tools come from the school curriculum.

All educators now agree that school is only one of the agencies contributing to the education of the child, so they survey, critically, all other factors and aim to stimulate those of value, supplement those needing help, and discourage those that are not wholesome by substituting others more worthwhile.

The principal has found that it is easy to supervise the activities of the child during school hours, but it is in the "leisure time" that danger lurks. The principal is therefore anxious to stimulate, through the school, agencies that supplement the work of the school and build for better and stronger American boys and girls. These activities are not superimposed on the child. The boy or girl belongs to these youth organizations because he wants to. He is interested or he would not be there. Through this keen interest half of the battle is won, because we tend well the things toward which we are attracted.

Such organizations as Boy and Girl Scouts and Camp Fire Girls offer opportunity to the elementary school principal and teacher to try out and supplement educational theories that are impossible to demonstrate during the limited school day.

The pre-adolescent child has passed through the individualistic stage and is interested in the "gang"; not the mixed crowd, but those of his own sex. His chums are most important to him. These contacts are most easily made in the relatively small groups comprising a Boy Scout troop or a Camp Fire group. There is ample opportunity for an outlet to the social impulse. The boy and girl are so busy with the group projects that they have little time for morbid introspection. Their problems are externalized for them by association with the group.

Activity programs, learning by doing, and project method, are familiar phrases in modern education and these theories have always formed the basis of Scout and Camp Fire programs. They do things all of the time. The "carry over" of school theories into life can be made through their practical application in these leisure time

groups. There are many more things offered in the program than it would be possible for any one person to accomplish. Because of this wide variety of activities there is something that will appeal to each individual and it gives an opportunity for the development of independence in thought and action. The philosophy of these organizations, that of permitting the boys and girls to discover for themselves the joy of life, builds for real leadership.

Modern educators welcome those activities that can enlarge and enrich their crowded school curriculum, and believe thoroughly in the underlying principles. Their only doubt is as to the execution of the principles. As these programs are carried on through volunteer leadership, everything depends on the quality of the leader.

The principal and teachers in an elementary school are in the most strategic position to become acquainted with the people of the community. All of the children are in school and will unconsciously reflect the home background. The parent-teacher association offers the most fertile field for securing leaders, but the inspiration must come from the teachers, as they are considered the educational leaders of the community. A principal believing in the ideals of these national organizations for boys and girls, can sell the idea to any school group. It is a place in which he can show his ability as a community leader.

The "carry over" into life outside is the real test of the value of school education. Many teachers and principals have felt that Camp Fire and Scout groups offer just this opportunity, and have believed in them to such an extent that they have been given a definite place in the regular school program. This period has been called in some places the "activity period." They believe that with this definite time allotted in school there will be sufficient incentive to carry the ideals and activities into life. The child is a whole. We cannot separate him into parts and educate each part, so the more all phases of the child's life can be correlated the better it will be for him.

In many instances rooms in school buildings are turned over for the exclusive use of Camp Fire Girls or Boy or Girl Scouts. These rooms become a source of pride to the entire school and are a real community center for the school population. Sometimes, because of crowded conditions, it is impossible to give a group the exclusive use of a room, but the children are allowed to use the gymnasium or a classroom after school hours.

In closing I would summarize by saying that the elementary school principal can enrich and supplement the life of the community by a sympathetic understanding of the great national organizations of Boy and Girl Scouts and Camp Fire Girls; by using these activities as a supplement to the regular school activities; by helping to sell them to the community; by assisting in securing desirable leaders; and by providing a place for their meetings.

A 4-H CLUB IN A VILLAGE SCHOOL

CORA M. HOWLETT

Principal, South Amherst School, South Amherst, Massachusetts

JUST AS THE ORGANIZATION of the rural school differs from that of its city neighbor, so the problems of community leadership which face the principal of a school in small village or open country differ from the problems of the city principal.

The head of a rural school, looking about for ways of making his institution contribute to the immediate needs and interests of all members of the community, is likely to find that the organization of 4-H Clubs will lead in the desired direction. Since 4-H Club work is now carried on in every state in the Union, as well as in Hawaii, Canada, and Denmark, most readers of this article will be somewhat familiar with its aims and its programs. Those unacquainted with its activities will find the following quotation published in a *Handbook of Suggestions for 4-H Leaders*, issued by the Massachusetts State College, a fair summary of its origin and its intentions:

It is a publicly supported and directed educational enterprise of the United States Department of Agriculture, state agricultural colleges, and county governments' cooperation. It is designed to teach through doing, and is so organized as to teach better practises in agriculture and home economics and the finer things of rural life, while at the same time developing wholesome, industrious, public-spirited boys and girls.

With the four H's on its clover-leaf emblem standing for the fourfold development of head, hand, heart, and health, it challenges its eight hundred thousand young members, in the words of the national motto "To make the best better."

For more than ten years the writer has tried the experiment of making 4-H Club work a regular part of the program of a country school. Recorded below are some of the reasons for choosing this form of club work for such an experiment rather than the type offered by any of the other worthwhile organizations for children:

1. The fact that it is sponsored by the United States Department of Agriculture and state agricultural colleges and directed by the local county extension service insures for the local leader much assistance from trained supervisors, as well as a constant supply of helpful literature.

2. The projects offered are of such a nature as to be directly educational.

3. Children find these activities attractive as shown by their eagerness to join when the annual enrolment takes place.

4. The work undertaken by the children is such that most parents admit its practical value. This makes for pleasant contact between home and school.

5. New ways of performing old tasks, learned by the children at school and practised at home, become an indirect form of adult education.

6. 4-H Club work lends itself readily to partnership enterprises shared by parent and child, and thus makes for family unity.

In this article it is the intention of the writer to discuss the most significant feature of 4-H Club work as it is carried on in an elemen-

tary rural school of eight grades. The school membership averages about seventy, and there are usually forty or more pupils old enough to belong to the clubs.

School time given to 4-H work—One session (one-half day) a week for sixteen weeks, during the winter months, children are free to use spare time on their projects during school time or at the long noon-hour.

Membership—Membership is voluntary, but because of the popularity of the project it is practically all-inclusive. Children are admitted to membership when they enter the fourth grade, and nearly always remain members till they leave for high school. A membership card is signed by the child, and forwarded to the office of the county club agent. This card is a promise to carry on a specified activity, and is also signed by the parent who thus signifies his willingness for his child to undertake the project.

Organization—Clubs for boys and girls are organized separately, but unite for social and business meetings. Each club has its set of officers, and they act alternately in carrying on the weekly business meeting. Simple parliamentary procedure is taught by the local leader, and is practised by the members.

Projects offered—The scope of 4-H work is wide, and many activities are listed, such as food preparation, food preservation, clothing, home decoration, room improvement, and big sister projects for girls; and dairy, feed-crops, forestry, garden, handicraft, poultry, and small fruits for boys. It will be seen at once that most of these are necessarily home activities and cannot possibly be made a part of the school curriculum. The clothing project for the girls and handicraft for the boys have proved most satisfactory for a school-room environment, although food preparation, food preservation, and home decoration projects have been successfully carried out by small groups of girls. In all these projects the required work increases in difficulty from year to year, so that the club member is constantly learning. These requirements are set up by state and county directors, which fact relieves the local leader of responsibility, and also tends to fix a high standard for acceptable work.

Work of the local leader—The teacher is the local leader. She is responsible to the county officials for a well-organized club. Her enthusiasm is necessary to kindle and maintain the interest of club members, and on her tactful persistence rests the successful fulfilment of the promises made by them. At the close of the season she sees that officers and club members make required reports, and she forwards these with her leader's report to the county club agent.

Pupil leadership—When the clubs are organized each first or second year member chooses one of the eighth graders to be his leader. This plan puts each older child in charge of a little group of two or

three beginners. It is his business to teach the younger member all that he needs to know in order to be a good club member. During work-time the leader must pass on what he has learned concerning the right ways of doing things (how to handle tools, or how to use the electric sewing machine) and the pupil-leader is also responsible for teaching his young charge how to keep his accounts and take part in the weekly business meetings. During the first hour of every club day the group leaders give all of their attention to their pupils. The business meeting and social hour follow this period, and from then until the end of the session the leaders work on their own projects, while the younger children do regular school work directed by an assistant teacher. The shop work of the older boys is now in the hands of the manual training supervisor, but for many years this was carried on at benches in the main classroom, and was directed by the grade teacher who still looks after the sewing.

The social hour—This period covers the time which, upon other days, is taken by the forenoon recess. A committee of children plans the games to be played (either outdoor or indoor games according to the weather) and a song leader elected at a previous business meeting leads the group in the singing of club songs. The local leader (and teacher) intrudes as little as possible into the hilarity of this hour, choosing to be a quiet onlooker or a happy participator unless too boisterous conduct compels restrictions.

The exhibit—At the close of the year's work each member is required to exhibit the articles he has made. This public exhibit is made as attractive as possible to the parents and friends of the school, and a program is prepared to emphasize the advantages of 4-H work. Since one H stands for health it is often possible to combine the celebration of Health Day with the 4-H exhibit.

The county directors judge the articles exhibited, and award rank cards and 4-H pins for the completion of satisfactory work, but no other awards are given. Committees of children elected by the club members inspect, tag, and arrange the articles to be exhibited.

Training for citizenship—Besides acquiring desirable skill in sewing and in the use of tools, club members are receiving, as a byproduct, much-needed training in citizenship:

1. They learn to conduct business meetings according to accepted standards.
2. They learn to discuss plans and to argue courteously about the wisest course to adopt.
3. They accept responsibility and carry plans to completion.
4. The group-leadership plan gives the older members an opportunity to practise tactfulness in dealing with less experienced members. These beginners, in turn, are taught loyalty to their group-leaders and are expected to take suggestions pleasantly.
5. As a part of his program of club work a member is not infrequently expected to give a demonstration of his ability to perform a certain piece of work.

Such a demonstration may be given before his own club or it may be a part of a public program. In either case it tends to strengthen poise and self-control, and helps to overcome excessive shyness.

6. Judging teams, fostered by county directors, do a real service in training children to form individual opinions and to be able to give their reasons for these opinions.

Benefit to the community—Besides the promise which it holds for better community leadership in the coming years the 4-H Club is immediately useful. Tired mothers are pleased that daughter can darn her own stockings, or make simple clothing for small brothers and sisters.

Boys and girls beginning club work in the elementary school often continue as members after they enter high school or leave school to work at home. By this time they are able to carry on more difficult projects, such as dairying, poultry-raising, gardening, and home improvement. Through instruction given to these club members better methods of farming are coming into use, and rural home life is becoming more satisfying. Proud fathers, after watching the financial success of their sons with thoroughbred cattle or an improved strain of poultry, are much more ready to heed the advice of the county agricultural agent concerning their own farming operations.

From its elementary beginnings 4-H Club work has proved rich with contacts between teacher and parents. Indeed a parent has often become a temporary teacher, being invited by the local leader to demonstrate to the club members how to carry on some activity in which he excels. During the years covered by this experiment 4-H Club work has seemed like an open road leading from the school through the community to the heart of every home.

THE RELATIONSHIP of the principal to his community is a problem which has been the basis of some study, much conjecture, and no little confusion of opinion. Which of the various organizations and which of the activities of these organizations are going to be classed as educationally wise and beneficial? What are the activities and organizations which the school principals are going to consider as propaganda or as legitimate advertising?—Arnold C. Gregory, Chapter III.

THE LOGAN COMMUNITY COUNCIL

HERMAN RITOW

Principal, Goethe School, Chicago, Illinois

ONE YEAR AGO the writer planned a character education program for the Goethe School. Our school children spend one-eighth of their time in school while the rest is spent at home, on the streets and playgrounds, in churches and theatres, or at work. For this reason it seemed that there would be great advantage in uniting all outside influences of importance in the cause of worthy citizenship.

The parent-teacher association had already done considerable fine work to acquaint the adults of the community with their duties as parents and as fellow workers of the teachers. The work, however, has not had wide enough influence. Comparatively few parents have been reached. The great influence for good or evil of the theatres, churches, playgrounds, newspapers, and libraries goes on without much correlation with the work of the church. The principal's problem was, therefore, one of bringing about a more definite cooperation of these groups for the education of parents and children.

How we organized—Early in December, 1930, invitations to a luncheon were sent to the heads of all institutions that should work in harmony with our school. At the first luncheon there were twelve guests, representing the churches of three major denominations, two local theatres, the American Legion, the Goethe parent-teacher association, the nearby playground, and the public schools. This group formed an organization committee, which met and drafted a tentative constitution. The objective was stated as "the civic and cultural improvement of the community bounded approximately by Central Park, Belmont, Damen, and Armitage Avenues," a community of about 50,000 people in an area of three square miles. To effect these objectives the council is organized into the following seven committees:

The Schools' Committee tries to solve problems affecting our youth, such as the teaching of courtesy through church, theatre, newspaper, home, and school. The Civic Culture Committee considers problems affecting the educational, esthetic, or amusement side of community life, such as finding leaders for boys' or girls' groups, establishing a community center, or providing refuse cans for community clean-up. The Social Service Committee is given the problem of supplementing the relief and health work of existing social service groups in anything not done by other organized agencies. The Ways and Means Committee, the Program Committee, the Membership Committee, and the Publicity Committee do the work their names indicate.

Membership is limited to leaders of commercial, educational, journalistic, professional, recreational, religious, social, and service or-

ganizations, and to individuals whose daily work influences hundreds in the community, except that no political organization shall be officially represented.

At a few meetings held shortly after, the organization decided to work on three projects:

1. A nursery school under board of education auspices for children below kindergarten age (two to four years old).
2. A community center as a unifying central meeting place for boys' and girls' clubs, for civic groups, for lectures, for social gatherings, and for education.
3. A community rally and exhibit to arouse the community to its new council.

The superintendent of schools helped the council to obtain two well-known local leaders as speakers at the rally. The rally was held the afternoon and evening of April 20, 1931. The superintendent presided and struck the keynote of the evening by stressing the great need of school and community cooperation. The exhibit was striking evidence of the willingness of the community and schools to work together. The following booths were shown:

1. Boy Scouts and American Legion
2. Medical association
3. Board of health
4. Infant welfare
5. Theatres
6. Private schools
7. Public schools¹
8. Parent-teacher association
9. Parochial schools
10. Charities (United Charities, Catholic Charities, Jewish Charities)
11. Jewish Temples
12. Kiwanis and Lions Clubs
13. Logan Square Business Men's and Athletic Clubs
14. Protestant churches
15. Libraries
16. Newspapers

During the afternoon there were more than 500 guests, and during the evening, in spite of rainy weather, 400 people attended. All of those present were there by special invitation, as the general public was not invited.

Some activities and outcomes—Out of the work in connection with the council, a cordial spirit of understanding has developed. Since the rally the recreation centers and public and parochial schools have participated in a benefit social, in the Logan Square Jubilee Parade, and in Youth Week Field Day. Two local theatres and a public library have displayed school work in their lobbies and halls after exhibition in the home schools. Several nearby theatres have held benefit performances for the council. One of the theatres is now offering seven

¹The public schools represented were the Avondale, Brentano, Chase, Darwin, Drummond, Goethe, Langland, Logan, Pulaski, Schneider, and Yates.

scholarships in the business college for boys and girls fourteen years or older in the graduating classes of public and parochial schools.

The first tangible result of the first year's work of the council has been an awakening of community consciousness. Many ministers, principals, theatre managers, business leaders, professional men, and others have come to know one another and to understand one another's problems. The parochial and public schools have visited each other's exhibits, and are slowly getting acquainted with the work done in neighboring schools. The theatres of the community are trying to make some of their programs for the school children educationally worthwhile and morally uplifting.

It happened that during 1931 the superintendent, with the help of his Schools' Community Leadership Committee, subdivided the city into forty neighborhood districts with community councils in these districts. In May, 1931, these forty councils cooperated with the superintendent's office in staging an elaborate Youth Week program at the Civic Opera House. During October the Chicago White House Conference on Child Welfare resulted in some of the councils adopting projects pertaining to child welfare. It appears that these councils will be used to put into practise the recommendations of the Children's Charter as worked out for this region by the Chicago White House Conference.

Another tangible result from the organization of the Logan Community Council is the community center at the Goethe Evening School that is now managed by the civic culture committee of the Logan Community Council. Gymnasium classes and boys' club meetings are so far the major activity of the community center. With the help of the Adult Educational Council of Chicago the Logan Community Council is giving a series of educational entertainment, each consisting of good music, an educational motion picture, and a talk by a prominent public citizen. These entertainments are given every Thursday evening.

Probable future plans—The nursery school project has been studied and planned in detail. The first step, the collection of \$5000, is being postponed until Youth Week in May, 1932, when the problems of unemployment will no longer be so pressing. In the meantime, the organizations in the community will be solicited to join us financially so that as many groups as possible will share in the activity. The school manual training classes are to build some of the nursery school equipment.

It is our hope, with the help of resulting contacts between schools, churches, theatres, business men, and social service groups, to exert considerable influence on the tastes, home habits, and leisure-time activities of children and parents.

We plan, for example, to influence the theatres in such a way that after every questionable program the audience will be made to realize

the value of civic conduct and the harm of unsocial conduct. We hope to induce these theatres to add scientific films to their programs of educational benefit, on such topics as child welfare, gardening, health, or science. Perhaps some day we shall get them to give programs of such high educational value that we can urge our children en masse to attend. Since the theatres are thinking of the difficulties in getting people to come to programs of educational value, our problem at the present time is twofold: (1) to get the theatres to improve their programs, and (2) to educate the public to want these programs.

Our weapon is school publicity. We hope with the help of this means to induce people to attend the educational programs arranged in cooperation with the theatre managers. The experimental work is being done through the "benefit performances" arranged to help the Logan Community Council.

Another proposed activity for the future is a concentrated effort on the part of churches, schools, and theatres to bring about a higher level of courtesy in the community. We expect the ministers, the teachers, and the theatres to stress a few of the simple forms of good manners.

Still another project for the future is that of working with the Council of Social Agencies and with a professional visiting teacher to make the nineteen points of the Children's Charter effective. The scheme involves placing the visiting teacher in charge of a social welfare committee. Each member of the committee would undertake to help one family to achieve health, education, appropriate employment for each member of the family, and to teach the parents better ways of caring for their children. The visiting teacher is to train and to lead the members of the committee in the work. A representative of the Council of Social Agencies will obtain the cooperation of organized charities and social agencies in establishing each family economically.

Conclusion—It is expected that the Logan Community Council will be able to solve only such problems as the constituent member organizations cannot solve alone. If the entire city is effectively organized, a central federation of community council would take care of municipal civic problems that the individual councils could not solve.

Should the newly awakened spirit of community understanding and friendship result in active work for the good of the community, it will mean the beginning of a civic power of great potentiality. Our selfish and criminal groups are powerful because thoroughly organized. It is time that the altruistic groups in our city banded together for the good of all. What more suitable way is there to unite our better elements than by organizing an influential community council?

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CHAPTER VII
SCHOOL PUBLICITY

WE TOLD THE PUBLIC
PUPIL PUBLICATIONS

SCHOOL AIMS AS REFLECTED THROUGH SCHOOL PUBLICATIONS

A NEW TYPE OF SCHOOL PAPER
EDITING THE VILLAGE WEEKLY
A SPEAKERS' BUREAU IN NEWARK
A WEEK FOR VISITS FROM PARENTS
PUBLICITY THROUGH MUSIC
AN ACTIVITY IN SCHOOL PUBLICITY
A CHILDREN'S FAIR

SOME OUTCOMES OF PUBLIC EVENTS

EDITORIAL COMMENT ON CHAPTER VII

School publicity is the general topic for this chapter. It has been handled in various ways by the contributors. Several have briefly described the publicity aspects of entertainments, parent-teacher associations, and exhibits. Other articles deal with the devices specially designed to bring the schools and the educational program to the attention of the public. Among these more specialized devices are the radio, the school newspaper, and the speakers' bureau.

Only one or two of the articles in this chapter touch upon the publicity program in connection with the superintendent of schools. Ideally, the principal's program of educational interpretation should supplement and "drive home" a program designed for the whole school system. If no leadership comes from the superintendent—what then? The answer given by this chapter is that every principal should proceed in a spirit and with those publicity devices which cannot be questioned.

Several articles in this chapter, as well as contributions elsewhere in this yearbook, mention the fact that the best interpreter of the educational program is an efficient school. In such schools supervision is progressive, management is farsighted, teachers are sympathetic, and children are happy. From a pleasant learning environment, children go forth proudly to speak of *our* school. One wonders if special interpretation of the educational program is worthwhile when the school itself is a dull place. Fortunately, the typical elementary school of today is promoting a devotion to education long before our future citizens become adults.

School publicity is an activity which must be maintained continuously. In a given community the attitude of citizens may fluctuate due to the shifting about of the population, the influx of new groups, the coming of age of youth, and other social changes. Educators must "re-educate" their constituents as to plans, purposes, and progress of the schools.

Our Department has made available a number of articles on school publicity in previous issues of the *Bulletin* and the yearbook. Several useful references are listed at the end of this chapter.—*Editorial Committee.*

CHAPTER VII

SCHOOL PUBLICITY

WE TOLD THE PUBLIC

CHARLES S. WINSLOW

Principal, Wells School, Chicago, Illinois

SCHOOL PUBLICITY of the right sort pays well. It places squarely before the citizens of the community many important educational problems and wins from these citizens the necessary school support. Many examples could be cited to prove this statement, but only a few will be given from our experience in Chicago.

Newspaper—One of the afternoon papers offered space to the Chicago Principals' Club. Under the plan, articles were to be written by various persons connected with the schools. A member of the Club was assigned the responsibility of obtaining articles and doing the preliminary editing. However, very little editing was done as one of the cherished demands of school people is that of having articles appear as originally written.

Most of the newspaper material appeared in series form. The junior high schools had several articles written by the teachers within the schools. Adult education was another series. The editors of the newspaper were very cooperative. They never made changes in the copy and enlivened the column with cuts of the authors, but at the end of the year they confessed that teachers didn't have the knack of writing. They felt that better results could be obtained by having someone of the newspaper staff write the articles. This plan worked fairly well for a time, but the reporter soon began to give attention to bits of scandal about graft in building materials and to statistics given him in downtown conferences. So our plans to give the public an intimate picture of school life were largely spoiled by a reporter's desire to write "news" as he saw it.

Radio—A fifteen-minute radio period each week was offered the Club for presentation of school information. During the first year we invited the president of the board of education, the superintendent of schools, assistant superintendents, heads of departments, principals, and teachers. As a whole it was a strong program. Some of the speakers were excellent, some had never faced a "mike" before, and others attempted to extemporize instead of following their manuscripts. It is difficult with a miscellaneous array of speakers, particularly when several are your superior officers, to require in advance typed copies of their speeches, to insist that their articles should be a certain length, and to ask them not to cough or to rattle papers before the sensitive microphone. But in spite of many problems we

got along remarkably well and were invited by the radio station to take over another assignment of time.

In the second series we started with the general topic of the high school. The original plans called for a representative from each of the high schools. As there were twenty-four schools such a program could not be worked in its entirety. It was just as well, too, that it could not, for most of the students chosen to represent their schools talked on the same subject. Such a program was inclined to become monotonous, especially as the topic generally chosen was the contrast between the high school of yesterday and that of today.

Another series of the year was that on evening schools and adult education. These talks were given by mature leaders, principals, and superintendents. Without a hitch the program was carried on through the year. Occasionally we received letters indicating that at least a few people were interested in the material we were presenting.

This school year the Club planned to drop the broadcasting activity. We thought we had exhausted our list of speakers, though not the subject material. Besides, the radio manager suggested that we take an earlier hour as commercial houses were interested in the periods we had previously used. The new hour proposed was four o'clock, when the people to whom we wished to appeal would not be likely to listen. The radio station, however, discovered that a later period was available and we have embarked on our third year of broadcasting, on what is known as the "Principals' Club Hour."

Yearbook—The Chicago Principals' Club is conducting another type of publicity in the form of a yearbook on an educational topic. The 1931 yearbook was on character education, the one before that on health education, and a still earlier one on reading in certain grades. The publication of such a yearbook accomplishes several results. It stimulates the professional activity of many principals, it allows several principals an audience to which to express their views, and it serves notice on the general public, and the educational public in particular, that we are a professional group.

Recommendations—As a result of our experiences we feel that certain suggestions based on our experience may be offered:

(1) The newspaper has certain advantages over the radio. An article when printed may be referred to again. The radio hour is usually at such a time as not to reach the audience we are most eager to reach—the general public, including the men.

(2) There should be a publicity center in connection with the local principals' club. The person in charge of publicity should secure from the schools copies of all school papers and magazines. He should also receive notices of school events. A bulletin board should be maintained in the publicity center, upon which notices of future events are to be posted. Newspaper reporters should be encouraged

to consult this bulletin board and thus to get clues for future news articles.

(3) Principals and teachers should be urged to send in articles relative to projects of particular interest or novelty. These articles, edited, should be kept on file and passed on to newspapers or magazines.

(4) The director of publicity should visit places of unusual educational interest and should write up articles for publication.

(5) Representatives of the newspapers should be visited and asked to cooperate with the publicity center by writing up the material suggested to them and by getting pictures of interesting school events.

(6) Information with reference to other school systems should be on file in the principals' publicity bureau and facts should be made available to the teachers either through newspaper articles or through a school pamphlet. A clipping file is invaluable in connection with such a plan.

(7) A speakers' bureau should be active to acquaint organizations with different phases of school work, and to report to the teachers on progressive features discovered in other school systems.

(8) The head of such a publicity bureau should be a school man, for knowledge of schools is essential, but he should also have a keen sense of publicity values.

All of us in education must remember that a progressive school system demands increasing expense toward which an uninformed public will not contribute. Experience shows that citizens pay their taxes much more cheerfully when they are informed about and convinced as to the purposes for which the money is to be spent. Upon principals individually and collectively rests the responsibility of helping to create an intelligent public opinion.

A PICTURE OF THE RURAL SCHOOL reveals a number of problems, distinctly rural, which have been the actual cause and basis for a country visiting teacher's efforts. For these problems and similar ones, not only in Ohio but in other states, the community is responsible, be it county, village, or state. However, we must recognize that while the village and the county can do much for its own problems it is partially helpless and to a considerable extent the victim of an economic situation for which the state alone can assume responsibility.—Della Ryan, Chapter IV.

PUPIL PUBLICATIONS

GEORGIA HENSLEY LACEY

Principal, Whittier School, Indianapolis, Indiana

ONE OF THE GREATEST REWARDS that may come to a school administrator is the satisfaction of discovering an embryonic interest among the children, and of cherishing and nourishing it until it has developed into a worthwhile and educationally productive activity. Such an opportunity presented itself in our school when an ambitious 8A class undertook to issue a simple, mimeographed news leaflet. The problems arising in connection with that first crude attempt and the very apparent interest and enthusiasm stimulated by the paper throughout the school and community presented a definite challenge. In order to discover how this type of activity can be made most helpful to boys and girls it was decided to investigate what schools in general are doing in the matter of pupil publications and to determine criteria by which procedure and publications may be judged.

Extent and organization of the survey—A comprehensive survey was made possible by the splendid cooperation of 217 schools, representing 77 cities located in 30 states, which sent generous contributions of sample copies of their publications furnishing a wealth of objective data, as well as detailed reports giving the facts, statistics, opinions, and suggestions called for in the questionnaire.

Data was included in the study only from those schools whose grading overlapped that of our own elementary schools which embrace grades one through eight. Because of the complexity of types of schools represented they were first classified according to the range of grading in the school. The second classification was according to the type of paper published, whether newspaper, magazine, or mimeographed paper.

Because of the limitations of space no statistical evidence can be presented in this article. Instead, the writer has brought together a list of criteria for judging school publications and has summarized certain recommendations growing out of the survey. The reader is asked to remember that many statements which appear to be dogmatic in this short article were supported by statistical evidence in the original report.

Criteria for judging pupil publications—In order to take the fullest advantage of the experience and judgment of the administrators reporting for their respective publications, they were asked to formulate criteria by which pupil publications should be judged.

It must be conceded without question that it is neither possible nor desirable to set up a thoroughly standardized instrument of measurement for this purpose. Certainly there can be no case of absolute duplication in any given school situation. Granting that the

paramount consideration in judging a pupil publication should be the extent to which it functions educationally to meet the need of its particular school, it is clearly evident that no single set of criteria can be applied in the same way to any two publications.

Nevertheless the reports given in the questionnaire showed such positive convictions, such an overlapping of ideas, and consensus of opinion, no matter what the type of publication or type of school reporting, that it seemed best to pool the points which had been tabulated according to the groupings used throughout this study and organize them according to the same main headings that have been followed in the study as a whole.

CRITERIA

I. Purpose

A. General

1. Have the purposes and aims been formulated?
2. Is the purpose of the publication plainly evidenced?
3. Does the purpose embody the aims of the school and coincide with generally accepted educational aims?
4. Do the aims take into account the social and educational background of the pupils meeting the needs of the particular school and its community?

B. Effect on school spirit

1. Does the publication create a wholesome, harmonious school spirit?
2. Does it socialize the school?
3. Does it typify the spirit of classroom and school activities?
4. Does it appeal to the children as evidenced by the interest of the student body in it?

C. Unifying effect

1. Does it serve to unite the school?
2. Does it promote school loyalty?
3. Does it assist in putting over administrative policies?

D. Effect on scholarship

1. What degree of scholarship is reflected?
2. Does the publication measure up to the economic and scholastic rating of the school?
3. How effective is the publication's educational service to all of the children of the school?
4. What scholastic training is received by the pupils who are responsible for its publication?

E. Effect on community

1. Does it meet the public favor of the community?
2. Does it serve best its particular type of neighborhood?
3. Does it bring outsiders into closer contact with the school, awakening interest outside the local school audience?
4. Does it link school and community by fostering community pride and spirit?
5. Are the articles such that the parents are getting information about the school's activities?
6. Is the publication successful in securing the cooperation of parents by acquainting them with school policies?

F. Effect on character

1. Do the pupils benefit in character growth?
 - a. Does the work on the publication develop initiative?
 - b. Does it promote cooperation?
 - c. Does it improve the children's sense of sportsmanship?
 - d. Is there evidence of open-mindedness on the part of the children?
 - e. Is there positive effect in the development of basic character qualities?
2. Does it build up student morale?
3. Does the trend of the publication show the standards and ideals toward which the school is striving?
4. Does it inspire civic consciousness by assisting in making the student body conscious of the objectives of a democratic citizenship?
5. Does the effort justify the outcome, spiritually, in the school?
6. Does the publication create a critical attitude toward adult newspapers, magazines, etc.?
7. What is the actual worth to the majority of its readers, the children themselves?
8. Is it worthwhile for every child to have a part in its making?

II. Mechanical organization and form

- A. Is it pleasing in appearance?
- B. Is it suitable to the size, type, and location of the school?
- C. Is the make-up simple, attractive, and in good taste?
- D. Are originality and good judgment evident in the actual make-up?
- E. Is there mechanical excellence?
- F. Are the articles well-placed, systematically grouped, well-organized?
- G. Are departments arranged according to a logical system?
- H. Do the departments have pleasing make-ups; good heads?
- I. Is the art work planned to fit in with the scheme of the paper?
- J. Is it abundantly illustrated?
- K. Are children's drawings freely used?
- L. Does the cover design have significance and artistic merit?
- M. Is the advertising space well-proportioned and well-arranged?
- N. Where the printing is done in the school, are the type, typographical set-up, and arrangement correct?
- O. Is there consistency in the make-up of successive issues?

III. Management and control

A. Pupil participation

1. The staff

- a. Is good judgment displayed in the method of selecting the staff?
- b. To what extent do the pupils participate?
- c. Is the work carried on as nearly as possible in the same manner as the publishing of a real paper would be—that is—is there a real life situation at hand?
- d. Is the staff effectively organized?
- e. Does the work develop personal responsibility for definite assignments?
- f. Does the publication evidence the fact that staff members desire to excel?
- g. Does the work interfere with the scholastic activities of the staff?

- h. What provision is made for giving the staff members special training for their particular duties?

2. Contributors

- a. Is the publication the genuine work of many contributors?
- b. What percent of the school contributes?
- c. Are the contributors of every age represented among the children of the school?
- d. Does the publication evidence the fact that children of varying abilities have helped in the project?
- e. Is contribution to the school publication made valuable to the pupils as individuals?

- B. Supervision

1. Does the publication maintain a policy of supervision that is in keeping with its purpose?
2. Is there proper concentration of responsibility?
3. What amount of supervision by the faculty is given the work?
4. How many hours a week are given to it?
5. Is extra time provided on the faculty adviser's regular program for this work?
6. Is there successful subordination of teacher guidance and control? How skilful is the faculty sponsor in eliminating objectionable material and common mechanical errors while keeping the publication a student activity?
7. Does the publication have the approval and cooperation of all the teachers?
8. Is the right of final authority invested in the principal?

- C. Cost

1. Is the cost in keeping with the economic rating of the school?
2. Is the paper worth to the school the money spent in its publication?
3. What is the number of issues per year? Is this number justifiable from the standpoint of expense?

- D. Financing

1. Does the publication pay for itself?
2. Does it win school support as evidenced by a large number of subscriptions?
3. What percent of the school population is its circulation?
4. What is the ability of the pupils to pay for the publication? Does it follow uniform standards as to price?
5. Is advertising space in demand?
6. What amount and kind of advertising is permitted?
7. Is the financing conducted in such a manner that children are given direct training in accepted business methods? Do they develop a sense of business values?

IV. Content

- A. Selection

1. Is there clear evidence that the content is the children's own writing?
2. To what degree is pupil work represented?
3. Is the publication child-centered rather than teacher-centered?
4. Does it represent a large number of pupils?
5. Does each issue portray the activities which constitute the school experience of the pupils, giving a faithful picture of the school at the time of publication?

6. Is it representative of the atmosphere, the spirit, and the morale of the school?
7. Is the material printed on the level of the majority of the pupils, expressing the aims, ideals, thoughts, and interests of children of ages concerned? Does it appeal to all classes, not limited to the staff and highest grade?
8. Does it ape the papers of higher institutions?
9. What is the opinion of the children concerning it?
10. Is the publication fair, accurate, truthful, and impartial?
11. Does it represent actively all classes of the school, all phases of school work, and all activities?
12. Is any department overemphasized?
13. Is there good balance of different types of material—news, editorials, features, humor, literary efforts, illustrations?
14. Is the material printed worthwhile?
15. Is the news diversified, timely, accurate, and wide in its appeal?
16. How successful are the editorials?
17. Do they have a real appeal?
18. Do they promote right ideas, standards, and ideals revealing fine moral and intellectual concepts?
19. Is there dignity of tone?
20. Is there evidence of independence of thought?
21. Do the editorials convince readers?
22. Is the humor section original?
23. Does the periodical have a preponderance of the trivial, or is it for the most part on a higher plane?
24. Do sports occupy a subordinate position?
25. Is the work correlated with the English and all other departments of the school?
26. Is there real merit in every article?
27. Is childish originality cultivated?
28. Do the articles show progressive improvement in literary achievement?
29. Is the art work original?
30. Are the names of many of the children published in recognition of their achievements?
31. Does the publication reward good work done in any department or offer commendation only for extra curricular activities?
32. Does it give encouragement to pupils who need just such encouragement?
 - a. Is it a means of encouraging a backward child to express himself?
 - b. Is it a means of bringing richer experience to a gifted child?
33. Are there original features which make the paper individual with merit?
34. Is the publication readable?
35. Does it have a "catchy" name?
36. How does it compare with other publications edited and printed by school children of equal age and ability working under similar conditions?

B. English

1. Is the language of a high standard, having literary worth?
2. Does it measure up to accepted standards of school journalism rated according to type of school? Is it representative of the

- capacities of the children at their respective stages of development?
3. How does it compare with other publications of similar schools?
 4. Does the publication form an incentive for the work in the English classes?
 5. Does it attract pupils to real effort at literary production, stimulating interest in and encouraging good writing?
 6. Does it develop ability in written language?
 7. Does the publication represent the best literary work of the whole school?
 8. Is the writing true to type—newspaper style or magazine writing?
 9. Is it free from mistakes in English?
 10. Is the work correct as to mechanics: sentence structure, spelling, syllabication, and punctuation?
 11. Are fiction, features, editorials, essays, poems, etc., written on subjects within the scope of the child's experience?
 12. Are the leads and organization of news stories well worked out?
 13. Do the children seek to choose the "nice" word that most perfectly expresses the thought?
 14. Do they use appropriate but simple vocabulary?
 15. Is there accuracy and clearness in statement?
 16. Have the children learned the value of the short sentence and variety in sentence structure?
 17. Is the style of presentation direct, interesting, newsy, alive, purposeful, and dignified?
 18. Are the qualities of literary style, fine writing, and taste in selection appropriate to the ages of the contributors?
 19. What degrees of excellence, originality, and vitality are displayed in the compositions, poems, news articles, editorials, etc.?
 20. Does the publication contribute to the fixing of better habits in English?
 21. Does it produce creative English rather than standardized results?

Recommendations—On the basis of the data investigated certain conclusions may be deduced and recommendations offered.

1. Any school planning to start a pupil publication should canvass its entire situation in order to determine very definitely the purpose that the paper is to serve and the problems which must be met, as these factors will decide in the last analysis the character and type of publication it should produce, the policies it should follow, and the method of procedure it should adopt.

2. The aims and purposes must be definitely and specifically formulated so that all efforts may be directed to achieve them. The paper has no excuse for being which does not aim to serve the pupils. The extent of its service, however, is in direct proportion to the breadth of vision and clearness of insight to its possibilities by the school's administrator.

In general the aims will be to meet the child's needs and at the same time make the project educative, to provide a natural stimulus for written composition, to inspire a united desire to promote the ideals of the school, and to make the publication so worthwhile as a

means of interpreting the school to itself and to its community that the expense in time, effort, and money will be justified.

3. The experience of many workers in this field seems to prove the advisability of beginning in a very simple way, experimentally. The mimeographed, weekly news sheet from the home rooms is one means of creating a desire for a more elaborately organized publication. It is better to aspire to producing a small paper that is good, rather than a faculty-run large magazine that defeats its own purpose. Make a careful study of your situation and get a working knowledge of the mechanics of the type of publication which it is desirable for the school to produce and follow uniform standards as to form. Strive for high literary and journalistic standards rather than elaborate, costly make-up.

4. Pupil participation is the *sine qua non* of every successful school publication. Selection of a dependable staff, chosen for reliability and talent rather than talent alone, is a matter of prime importance since the success of the publication depends so largely on the caliber of the staff. Outstanding pupils in English are desirable but "live wire" workers add immeasurably to its efficiency. Students should be chosen whose scholarship will permit them to spend ample time on editorial duties.

5. Responsibility for the final selection of the staff should be given to the faculty, but membership should be placed upon a highly competitive basis. English teachers may suggest the names of pupils high in standing in leadership qualities, but the candidates should be tried out with assignments and selected after they have proved their qualifications by actual work. Put leadership into the hands of the upper group but plan to make changes in the staff membership gradually.

6. The student committee, all members of the press club, should be organized into two major departments, the editorial staff, responsible for literary, news, and special feature material, and the business staff to be held accountable for the financial affairs of the publication, the subscriptions and advertising. Care should be taken in keeping the numbers and organization from becoming unwieldy or elaborate.

Regular staff meetings are advisable. Each member must have a definite assignment but should be permitted to show originality, to display initiative, and to use ingenuity in solving problems.

7. In order to achieve the benefit of an exceedingly valuable experience to the greatest number of children, the entire school should contribute material to the school publication. There is grave danger in defeating its purposes if the contributors represent a small and active minority rather than the whole student body, if special children of superior ability are exploited, if the publication expresses the

ideas of the small group who edit it, or if too many contributions come from the upper grades rather than allowing the publication to be used as an incentive for English composition in the lower grades as well. In other words, the school paper should become a whole school project—an institution.

8. Strong and enthusiastic faculty supervision has been recognized universally as a determining factor in the success of a publication. It is well to canvass carefully with the teachers the merits, dangers, and problems of the scheme, and enlist their interest and cooperation.

A live, competent teacher, interested in publishing a school paper and capable of working with others without friction should take charge. This faculty adviser must be a trained journalist or should take a newspaper course. In large schools there are usually two advisers, one for the literary and one for the business department, with work and responsibility equally divided. Such advisers should have complete authority to supervise the publication, with plenty of freedom as well as responsibility. The principal must keep in touch with all plans since in his hands rests final authority, and since he alone can determine the relation of the school publication to every phase of the school's needs owing to his unbiased perspective.

9. Our discussion has now reached the crux of the entire problem of the management and control of pupil publications. What shall be the amount and kind of supervision given these pupils who compose the staff? Extra time for this work on the regular program of the faculty adviser is a prerequisite. Nevertheless there are certain danger points which must not be overlooked, namely: a too ambitious program may be inaugurated, possibly due to an overelaborate publication or too many issues at first; there may be too much faculty influence—over-supervision, with not enough responsibility delegated to pupils; school competition may become too keen and too much teacher work may appear in both writing and editing; and the work on the school paper may be permitted to supercede regular school work. To make the publication of a school paper a truly educative project by enlisting the greatest possible degree of pupil participation, requires that its supervisors become masters in the art of guiding pupil activities while remaining in the background. Wise supervision is the only means by which the project will carry over from year to year.

10. The equipment for printing available to the school will determine the form and type of publication. Make a careful survey, first, of the means of publishing and do the best possible with the means available. If the school is small use a mimeograph rather than commercial printing, or avoid commercial printing by accepting the crude method of printing done in the school's own shop.

11. Simplicity and inexpensive character should be striven for in the initial stage. Enthusiasm and failure to exercise common sense often lead to unwarranted expense. The cost of the publication should be no more than what is justified by the economic standing of the community which it serves.

12. To insure permanency to the enterprise financial stability must be assured. After a close study of the resources of the school and of the community, a definite, concrete, detailed plan must be worked out to make the financial end secure. The publication should be self-supporting. This may be achieved through subscription sales and advertising, though ideally the board of education finances the undertaking and all pupils receive copies free of charge.

13. Most frequently sales are by single copies. Term subscriptions, however, insure revenue. One well-planned circulation campaign securing a sufficient number of regular customers will avoid needlessly duplicated efforts throughout the year. By giving pupils at least a month to pay for subscriptions and by interesting the P. T. A., or community, or women's clubs a wider circulation may be secured.

14. In many parts of the country the advisability of permitting advertising is seriously questioned. 55 percent of the schools reporting that advertising is not used. The difficulties pertaining to advertising are usually that it tends to commercialize the paper, that soliciting of advertisements becomes a nuisance to neighborhood dealers, that children become too aggressive in their zeal to secure "ads," and that monetary temptations are difficult to control.

Nevertheless many publications could not exist were it not for the support of advertisers. In such cases advertising should be put upon a very systematic basis. Possible customers can be listed and solicitors assigned. These children must be very carefully trained in the "art of salesmanship." This activity will provide valuable experience in a real life situation in which to learn the efficacy of courtesy, brevity, good English, and the like, in the business world.

15. In the final analysis the extent to which a publication mirrors the life of the school which it represents must become one of the outstanding criteria by which it should be judged. Let the paper reflect the activities, interests, ideas, and ideals of the whole school. All departments must be represented with articles that are purposeful, accurate, timely, and properly evaluated. There is danger in exploiting certain activities to the exclusion of others. Attention must also be directed toward maintaining a nice balance between news and literary material.

To function truly the publication should be thoroughly a pupil enterprise, "of the pupil, by the pupil, and for the pupil," but proper guidance and control in the selection of content will eliminate ob-

jectionable material offensive to others, clique or faction news, one-sided presentation of opinion, the over-doing of sports news, inappropriate jokes, tactless articles, and worthless editorials. Criticism of schools in general and in particular should not be permitted. Let the publication provoke the good rather than criticize the bad. Strive to keep it dignified and on a high plane without becoming artificial, stereotyped, and inane by attempting to ape high-school and adult publications.

16. For training in English composition this project is unexcelled. Although not attempting to produce metropolitan journalism, try to abide by correct English standards from the first and strive for language which is fluent, spontaneous, and correct. In this regard plenty of excellent examples from other schools may set the sample of competition. For the sake of variety provide as many types of English work as possible. Nineteen different forms of literature were noted in the papers examined. Instead of accepting "standardized" results work for creative English.

The importance of creative work, no matter what the field of endeavor may be, cannot be overemphasized. We are told that exports of our natural resources are rapidly declining but that foreign markets demand an increasing amount of the fruits of our creative genius. At present this applies particularly to machinery. We might well aspire to the same distinction in the field of the belles lettres. International prestige depends somewhat upon our power to express ourselves verbally. Pupil publications may be welcomed as one means of fostering creative expression of the literary type.

Summary—In brief it may be concluded that the value of a pupil publication depends upon:

1. The continuity of its evident purpose, to fit the needs of the school and the community which it serves.
2. The suitability of style and pleasing make-up.
3. The degree to which pupils participate in its management under successfully subordinated but clearly defined faculty supervision.
4. The extent to which the whole school actively contributes to the project.
5. The stability of its financial basis.
6. Its standard of workmanship.
7. The extent to which it gives a perfect reflection of the life of the school.

SCHOOL AIMS AS REFLECTED THROUGH SCHOOL PUBLICATIONS

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DO ELEMENTARY SCHOOL PUBLICATIONS reflect the purposes of the school? Before answering this question we must agree as to the major purposes of the school. In the writer's experience many principals can give no comprehensive statement of the aims of elementary education. For this reason, the writer accepts, for the purpose of this study, the *Cardinal Objectives of Elementary Education* as prepared by the New York State Council of Superintendents.¹ According to this statement the elementary school exists to help every child:

1. To understand and practise desirable social relationships.
2. To discover and develop his own individual aptitudes.
3. To cultivate the habit of critical thinking.
4. To appreciate and desire worthwhile activities.
5. To extend his field of essential information.
6. To gain command of the common fundamental skills.
7. To develop a sound body.
8. To develop normal mental attitudes.

An analysis of typical publications—Through the cooperation of students in education the writer collected forty elementary school publications. Twenty of these were from school systems within the state of New York, and twenty were from schools in other states.

The contents (except advertisements) of the forty publications were analyzed in terms of the New York statement of the cardinal objectives in elementary education.²

TABLE 1—OBJECTIVES PRIMARILY EMPHASIZED BY 1523 ARTICLES

	(1) Social Rela- tion- ships	(2) Apti- tudes	(3) Critical Think- ing	(4) Appre- ciation	Objectives (5) Infor- mation	(6) Skills	(7) Health	(8) Atti- tudes	Total
Number of articles.....	312	292	65	295	134	130	87	162	1477
Percent of total.....	21	20	4	19	9	9	6	11	100

A total of 1621 articles was examined. Of this number 1477 appeared to contribute to one of the functions of the elementary school,

¹New York State Council of Superintendents, Committee on Elementary Education. *The Cardinal Objectives of Elementary Education*. Published by the New York State Department of Education, Albany, New York. The statement given above is a brief and somewhat modified statement of the original.

²See pages 14-18 of the *Cardinal Objectives in Elementary Education*, published October 1, 1929, by the State Department of Education, Albany, New York.

while 144 articles could not be tabulated. Table 1 shows the distribution of the 1477 articles according to the eight objectives.

Table 1 indicates that the objectives given major emphasis in articles in elementary school publications are (1) the practise of desirable social relationships, (2) the development of individual aptitudes, and (3) the participation in worthwhile activities. The attempts of the school to cultivate the art of critical thinking appear not to have received major attention in the articles prepared for the forty publications. The same neglect as a subject for publication may be said of the school's efforts to give mastery of the fundamental skills.

TABLE 2—SCHOOL GRADE MOST OFTEN REFLECTED IN PUBLICATIONS

	Grade										
	K	1	2	3	4	5	6	7	8	All Grades	Total
Number of articles....	19	57	59	90	94	197	324	250	305	82	1477

School publications examined in this study give much more attention to the work of the upper elementary grades. Since the mastery of skills is receiving greatly diminished stress in these grades it appears to become a subject less frequently written about. If, however, elementary school publications reflected with equal frequency the work of all grades, then the work on mastery of fundamental skills would deserve greater attention.

All of the articles were examined to determine whether they gave primary emphasis (Table 1) or secondary emphasis to the eight cardinal objectives. An article, with a primary emphasis, was rated "poor," "fair," or "good" depending on how well it presented the particular objective. These ratings were changed into numerical scores of 4, 5, and 6 respectively. By adding together the scores of all of the articles of primary emphasis on each topic the writer obtained the "weighted scores" shown in column 2 of Table 3. This weighted score gives an evaluation which combines both the quantity and the quality of the articles.

In the same way the articles which gave secondary emphasis to the cardinal objectives were evaluated. Only in this case the numerical equivalents of "poor," "fair," and "good" were 1, 2, and 3 respectively. These weighted scores are given in column 4 of Table 3.

The percents for each objective in column 3 of Table 3 are similar to the percents in Table 1. In other words, the addition of the "quality element" does not seriously change the relative stress given to each objective according to the total number of articles. Apparently, then, the articles on each school objective contained about the same relative number of good, fair, and poor ratings. The statement made in connection with Table 1, that certain objectives are given much attention in the publication while the "fundamentals" and

TABLE 3—EVALUATION OF ARTICLES ON EACH OBJECTIVE IN TERMS OF A COMBINED QUANTITY-QUALITY SCORE

School Objectives	Articles Giving Primary Emphasis to Objectives		Articles Giving Secondary Emphasis to Objectives	
	Weighted Scores	Percent of Total Weighted Scores	Weighted Scores	Percent of Total Weighted Scores
(1)	(2)	(3)	(4)	(5)
1. Social relationships.....	1870	22.0	324	9.0
2. Aptitudes.....	1651	19.5	476	14.0
3. Critical thinking.....	346	4.0	424	12.0
4. Appreciations.....	1710	21.0	535	16.0
5. Information.....	746	9.0	438	13.0
6. Skills.....	735	8.0	171	5.0
7. Health.....	469	5.5	391	11.0
8. Attitudes.....	916	11.0	693	20.0
Total.....	8443	100.0	3452	100.0

"critical thinking" are neglected, continues to hold true. The quality, then, of the articles on these neglected objectives is not sufficiently high to overcome the numerical superiority of the article on the other objectives.

Columns 4 and 5 of Table 3 show the relative position of the articles giving secondary emphasis to the objectives. On this combined quantity-quality standard attention to the objective normal mental attitudes is the largest. Participation in worthwhile activities noticeably receives both primary and secondary emphasis. The attention to social relationships changes from first to seventh place when the secondary emphasis is determined. Mastery of fundamental skills again receives least attention, but the cultivation of the art of critical thinking rises slightly in emphasis.

Twenty of the forty publications analyzed were from school systems in the state of New York and twenty were from schools outside of the state. It is of interest to know whether the number of articles stressing each objective differs between the two sources. Table 4 shows the number and percent of New York and "other state" articles classified under each objective.

The percents in columns 3 and 4 of Table 4 do not differ materially for each objective from the percents reported in Table 1. Apparently, the inclusion of twenty elementary school publications from school systems outside the state makes no change in the distribution of emphasis. Further study in terms of quality did not change the results. In other words, the publications of elementary schools in the state of New York do not reflect the *Cardinal Objectives in Elementary Education* any better than do publications from outside the state.

TABLE 4—NUMBER AND PERCENT OF NEW YORK AND OUTSIDE ARTICLES
CLASSIFIED UNDER EACH OBJECTIVE

School Objectives	Articles from New York Publications		Articles from Publications from Other States	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
1. Social relationships.....	193	19.0	119	25.0
2. Aptitudes.....	208	21.0	84	17.0
3. Critical thinking.....	49	5.0	16	3.0
4. Appreciations.....	223	22.5	72	15.0
5. Information.....	99	10.0	35	7.0
6. Skills.....	58	6.0	72	15.0
7. Health.....	56	6.0	31	6.0
8. Attitudes.....	105	10.5	57	12.0
Total.....	991	100.0	486	100.0

Conclusions and recommendations—The school publication is a medium for interpreting the school to the community. It should, therefore, give a true reflection of the school's purposes. Does the average school paper present through its articles a well-rounded picture of what the school tries to do?

The evidence herein presented indicates that the job is done fairly well, and also that it can be somewhat improved. The following are suggested by the analyzed data:

1. The work of the lower grades should receive greatly increased attention in school publications.
2. The school's work in cultivating the art of critical thinking needs interpretation. It may, of course, need further attention in the schools before it can be interpreted to the patrons.
3. The school's health program, the mastery of fundamental skills, and the extension of the stock of information should receive relatively greater emphasis in the school publications.

It would be well for the elementary schools to evaluate critically the content of their publications. Through such study can be formulated a more adequate interpretation of the school program as set forth in the *Cardinal Objectives in Elementary Education* of the state of New York.

A NEW TYPE OF SCHOOL PAPER

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IF SCHOOL PUBLICITY is interpreted as keeping the public informed of its educational program, rather than the printing of "news" as defined by journalists, or an attempt to influence the public mind to the benefit of an individual or group of individuals, there would be scant objection to the statement that school publicity is a valuable and necessary part of every school system. Unfortunately, ever since there have been schools, we have had bad types of publicity as well as good, with the result that some administrators avoid anything termed school publicity as though it were poison. With the definition given above used as a basis for this article, perhaps these objectors may see sufficient merit in school publicity to follow this brief discussion.

Typical practises and some of the difficulties involved—The dispensing to the public of information concerning the school program is a tremendously wide problem as it confronts a city school system. Not only is the essential information varying in character, but the groups of people to which this information must be presented will not all be able to appreciate it if it is presented in the same way. A parent's viewpoint will differ from that of a childless taxpayer; a professional man's from that of a truck driver; a teacher's from that of a pupil. To meet this situation, the large school system must utilize every channel for publicity that is available.

The problem, as it faces the elementary school principal, is of a somewhat different character and vastly more simple. He has less variety of information to present, and the group that he wishes to keep informed is usually limited to the parents in his particular district. Again, the principal is closer to his group and can make use of devices for broadcasting school information that are not possible to the central office.

Of late years the school newspaper has taken its place as a medium of publicity in the elementary schools. These papers are usually of two kinds, one, representing the entire school, the other, a class paper, which seldom has sufficient distribution for any extended use in presenting school information. In general, the greatest value of either type of paper is in presenting, in varying degrees of excellence, typical examples of the composition work of children, and the projects that are being undertaken by them. A further publicity value is given this type of paper when committees of pupils confer with the principal and receive suggestions and information of interest to children and parents, which are later incorporated in compositions or news stories appearing in the paper.

Several objections immediately present themselves to this use of elementary school papers. These journalistic attempts are seldom large enough to permit very much space being used for publicity purposes. The expense of printing and the lack of funds in elementary schools usually result in the school paper being a one- or two-page edition, printed on a mimeograph or some similar device. Moreover, articles written by children cannot be expected to contain just the information the principal would desire, and it is seldom that children can write forcibly enough to make much of an impression on disinterested readers. Probably the greatest objection of all is that the school paper is written primarily for children and should contain material that is most interesting to them. If a newspaper is considered a "school" newspaper, is it justifiable to influence pupils to fill it with compositions displayed for the benefit of parents, or articles that appeal directly to parents rather than children?

Our needs and attempts to meet the problems—Ross School is a small elementary school of seven rooms in a fairly large city. Instruction begins with the first grade and extends through the sixth grade. The sixth-grade teacher acts as principal under the title of head teacher, and a high-school senior or graduate of the high-school commercial course is employed as clerk for three hours a day. The school has a typewriter and mimeograph machine and is otherwise well-equipped and supplied. It is probably no better prepared for the printing of a newspaper than most elementary schools and not as well-prepared as many.

In the past we have done very little in the publishing of school papers. When a teacher with sufficient interest and experience to develop a paper was a member of the corps the school had a paper. The paper continued as long as the teacher and the interest continued. Little attempt was made to utilize it as a publicity medium except as an illustration of pupils' work.

At Ross School, as at most schools, it has been the custom to send out mimeographed bulletins to the parents regarding the various phases of school activities, such as safety patrol regulations, class schedules, health suggestions, and other matters about which the parents need to be informed in order to secure their cooperation. There was seldom a month that a bulletin was not sent out, and frequently several would be necessary. There is also an active parent-teacher organization at Ross, the officers of which have always asked to have notices sent home by the children each month, announcing the P. T. A. meeting, and frequently they would ask that other information concerning the organization be sent out.

A year ago it was decided to try and combine as much of this material as possible in a parents' paper, issued every month just before the P. T. A. meeting. This plan was the beginning of the *Ross*

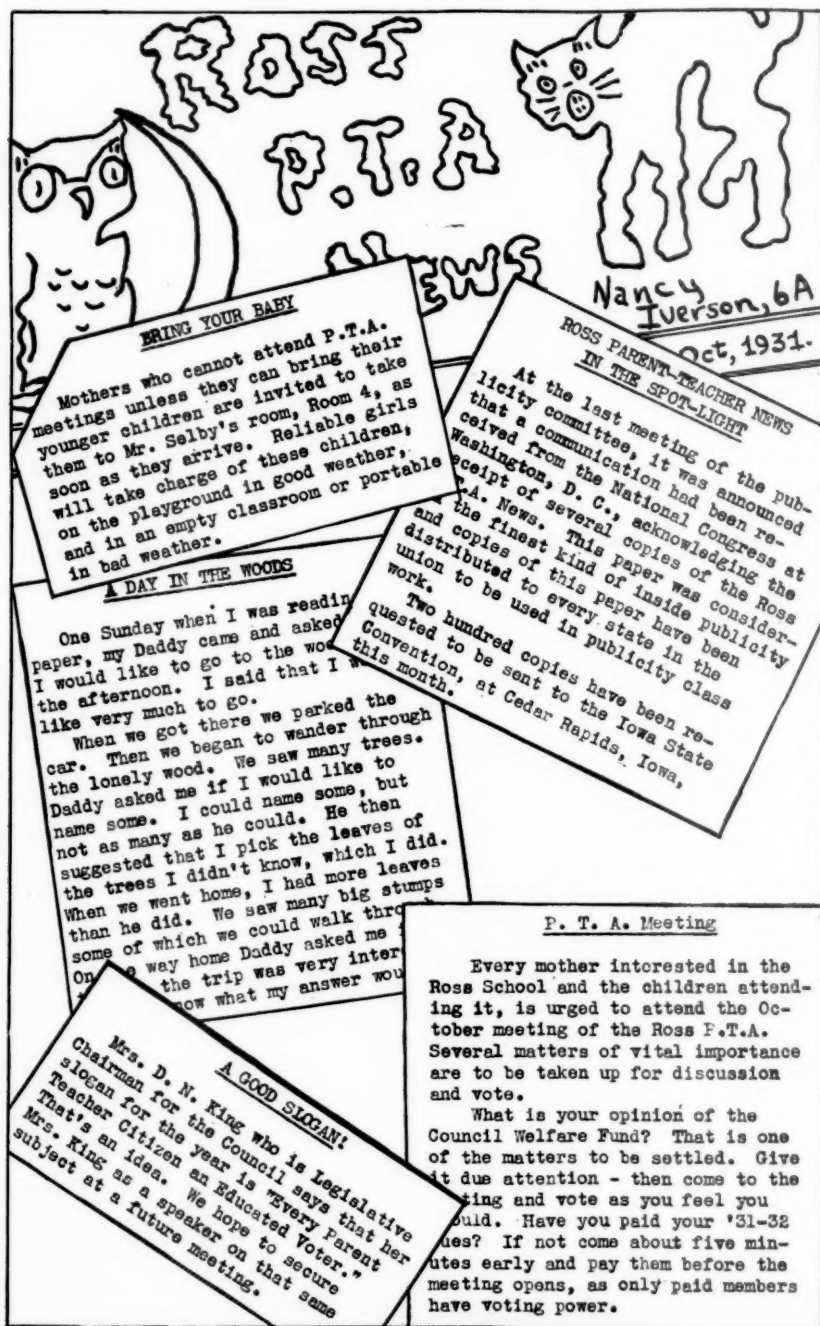


Figure 1—Sample Items from Ross P. T. A. News.

P. T. A. News, which has been issued regularly ever since and which has grown steadily in favor with both parents and teachers. Last year there were six numbers distributed and this year there will probably be ten.

The *Ross P. T. A. News* (it might better be called Ross Parent News) is mimeographed on both sides of a single sheet of cheap drawing paper, nine inches by twelve inches. Drawing paper is used because the ink will not show through and it is possible to make clear copies when writing on both sides. It is issued to all children on the afternoon preceding the monthly P. T. A. meeting with instructions for them to take it home to their parents. Each month pupils in the fifth and sixth grades compete with drawings for the heading of the paper, and every teacher sends in examples of particularly good work done by pupils, to be used when there is space. Occasionally, poems and typical school jokes are used to fill in small spaces. The major portion of the paper is filled with school notices and information, written usually by the head teacher, and parent-teacher association notices. The P. T. A. officers prepare their own copy and submit it to the office three days before the paper is published.

Results of the experiment—Parents report that they read every word of the *News* where previously school bulletins had gone into the waste-paper basket with only a glance. The pupils' drawings and examples of their work tend to relieve the monotony of announcements and school facts. Less mimeographing and less supplies are required than formerly, as all the space on both sides of the paper is utilized, where before, a small announcement might occupy a full page. No attention need be paid to pupil interests although the reward of having a contribution appear in the parents' paper is more of a stimulus than that supplied by the old type of school paper. Cooperation from the P. T. A. members has measurably increased because they feel that they are being given a chance to express their opinions and are receiving school information more regularly than ever before. It might be well to add that the pupils seem eager to read the papers, themselves, and frequently it is thus possible to "kill two birds with one stone."

After all, the only real change that has been made is in the purpose of the school paper. No one now pretends that it is written for the pupils. There are few advantages of a school paper that have been lost in the parents' paper and in addition, the school has gained the most powerful channel for publicity it has ever used. Ross School expects to continue its *P. T. A. News* and believes that the parents' newspaper has an important place in every elementary school.

EDITING THE VILLAGE WEEKLY

OTTO W. BARDARSON

Principal, Sunset School, Carmel, California

THE SUNSET SCHOOL edition of the *Carmel Pine Cone* came as the result of a suggestion made by Hal Garrott and Perry Newberry, editors and publishers of the *Carmel Pine Cone*. They were so pleased with the Sunset School exhibit and the school paper, *Sunset Glow*, that the suggestion came quite wholeheartedly and spontaneously.¹ The task of supplying the material and editing the village weekly appeared to be a stupendous one for a small school but we decided to undertake the assignment. The *Pine Cone* material is always new and original, and fillers so common to the village paper are wholly absent. It is small wonder we were somewhat awed at the prospect of attempting to fill the columns of a sixteen-page paper.

The proposition was discussed in teachers' council and meeting with approval was presented to the members of the staff of the *Sunset Glow*. The staff members were delighted with the idea and expressed themselves enthusiastically in favor of the project. The editor of the school paper secured several copies of the *Pine Cone* and the paper was studied in the English classes.

The *Carmel Pine Cone* has a wide range of readers. People who have visited Carmel or who have friends there subscribe to this unique paper to keep alive their Carmel contacts. Copies go to all parts of the United States and to several European cities. This fact received careful consideration in planning the departments and features of the paper. The staff members outlined a list of topics and department headings and arranged a tentative dummy. The amount of advertising material necessitated a certain amount of flexibility in the arrangement of the dummy. As the issue came out the Friday preceding commencement special emphasis was placed on the graduation day exercises.

The frontispiece, made from a linoleum cut 10 inches by 15 inches, represented the never-ending column of students filing past on the

¹A special comment received from Mr. Garrott by the Editorial Committee is as follows: "As I was passing Sunset School, Principal O. W. Bardarson hailed me and insisted upon my viewing an exhibit of the pupils' work. With mild interest I entered the eighth grade room—and received the surprise of my life! How did the children ever do it? As I left the building I told Mr. Bardarson that I was going to turn over one entire issue of the *Pine Cone* to the Sunset School. He gasped but accepted my challenge. Thereupon followed a messy week. Children scattered all over town gathering material. They stormed the hotels for the names of prominent guests; interviewed our distinguished citizens, obtaining some interviews we had hitherto been unable to get; they reviewed concerts, lectures, dramatic performances; they made their own illustrations using linoleum blocks; they took over the departments of popular columnists and even invaded the editorial page! The result was most refreshing, and so satisfactory the publishers have decided upon an annual Sunset School Number."

path of Commencement. This was represented by hooded figures decreasing in size and fading in the distance.

Editorials—The problems confronting the local government were listed. Information was gathered and a lively discussion of many of the problems ensued. The pupils particularly interested proposed and wrote short editorials. The best were selected for the paper. The principal set forth the general objectives of the school and the teachers of art, music, shop, and physical education explained the objectives of their respective subjects. This procedure undoubtedly afforded the community a clearer understanding of the local school.

The editors of the *Pine Cone* printed the following statement on the editorial page, "For this issue of the *Pine Cone*, the staff, as above, and the pupils of Sunset School have provided most of the matter. Editorials, poems, departments, and news stories, as well as the illustrations, are by them. The linoleum blocks have been cut by pupils of the school. The drawings are their own original conceptions. Articles and stories are signed by the writers, and express their individual views, unedited by the *Pine Cone*."

Features—Insofar as the *Pine Cone* features appealed to certain groups of readers it was considered wise to retain the section devoted to "People Talked About" and to plan others of interest.

Arguments centering about Carmel sidewalks—"I want black. I want red," and the comment "We do not want paved streets in our village because it will mean ordinary sidewalks accompanying them and that would turn our town into an ordinary one." The definite opposition voiced regarding a chamber of commerce in Carmel would startle the conventional village booster as the following pupil comment indicates, "A chamber of commerce is really the last straw in commercializing any city or town," etc.

The section "Carmel-Day-By-Day" was written in the manner of O. O. McIntyre and commented upon happenings in Carmel in a kindly humorous vein. "In Carmel all sorts of people are to be found. Some are always seen walking along with nothing as a destination. Others are always meeting a neighbor and engaging in lengthy conversation. Still others—the same ones always—seem constantly to be in the bakery buying bread or sampling all the fruits in the markets. After all, such a mixture of characters makes life more interesting."

People talked about—An interview with Lincoln Steffens, newspaper man, starts as follows, "On my way home one day I went down to the water's edge as usual and was heading for the southern end when I espied a familiar face. I recognized the goatee and mustache of Lincoln Steffens. His small son and some other youngsters were

FRIDAY, SEPTEMBER 25, 1931

Carmel Mourns Dr. Jordan as One of Its Earliest Residents

By Herbert Cerwin

Fifty years ago, a young scientist, fresh from college, broke through the thick brush and in astonishment looked out toward the rugged Carmel coast.

Never before had he gazed upon such beauty, a haunting splendor which shadowed him until he finally wrote the first descriptive article on Carmel.

This week they buried David Starr Jordan. From all sections of the world, thousands mourned him as a great scientist, educator and as a great man. Carmel mourns him as a neighbor, for his tall figure was often seen as he walked quietly down Camino Real—then known as "professors' row."

Fifty years ago, David Starr Jordan was making a survey for the government. Little did he realize at that time that this barren country over which he walked was to become famous as an art colony—little did he know that he, too, was to gain an international reputation.

Jordan, the modern "discoverer" of Carmel, went back to Indiana university, where he received an M.D. degree. Beginning as a natural scientist, he specialized in ichthyology and even up to the time of his death was the leading American authority on fishes.

When he became head of Indiana university...

Unlike most college presidents, Dr. Jordan was well liked, respected and admired by the newspapermen. Those he liked, he would take into his confidence, and many an interesting night two or three of us have spent with him, probing the universe.

He talked freely on those evenings, sitting around his fireplace. Stripped of the garb of a college professor and of a scientist who must guard his tongue, he would express his opinion on practically every subject from spiritualism to astrology. He too enjoyed those nights, for here was an avenue where he could unburden his mind and feel that he was among friends.

Not once did those in the select crowd break his confidence. One evening, he spoke until midnight on immortality and next morning, coincidentally, the city editor of one of the dailies asked the reporter who had been present to obtain an interview from him on that subject. What he had said the night before could have made the front pages of almost every newspaper in the country. But, instead, that afternoon, a conversative interview of the "I do" variety appeared in the paper.

For more than twenty years, Jordan...



People Talked About

David Starr Jordan

Watch how your youngsters behave at play and you may be able to predict definitely what his occupation may be.

If he breaks watches and puts them together so that they tick again, you might have a future Tom Edison or Henry Ford running around loose. If he's scratching pictures on your newly painted wall, don't spunk him, for it might be merely his artistic inclinations coming to the fore.

If he tries to use the typewriter, break him of the habit. If he quick or another him—there is already too many writers and are already too many writers and are already too many writers.

Back in San Jose, some thirty years ago, Ray Herrold used to sneak the large cardboard boxes in which shoes were delivered to his father's store, to the backyard of his home. These large boxes would be dismantled and used for construction material. How long construction material and designs would...

NORTH LIGHTS

Textile Exhibition at
Ruth Waring Studio

There is an old fairy story about a child who was locked in a room with hundreds of pretty beads to string and set in order before the fairy should return at sunset; beautiful beads but an overwhelming task. Ruth Waring said she felt like this when the...

EDITORIAL

THAT ROW OF PINES

In the row of pines down the center of Ocean avenue, Carmel has a distinct asset. Every visitor coming for the first time into town, looks down from the hill upon that shaded main street, with the blue sea beyond the green foliage, and the blue sea beyond its beauty. No shopping center anywhere can compare with that tree-lined few blocks on Ocean avenue.

It is a hard struggle for these trees to preserve existence. They are blocked into a narrow strip between concrete pavements, and even that stretch of earth is used for parking cars until it is packed almost as hard as concrete. In one block, there is no protection for the trees, cars bumping the trunks at times. At the best the small spaces within the rocks are inadequate to give enough water to the roots for healthy growth.

In the block below Lincoln street, the trees have been given a fairer chance, and that block is the most interesting one in the street. From Junipero street to Monte Verde street, every block should be as well taken care of, as carefully protected. A few days work now, and the winter rains will have opportunity to revive growth in the feature of Carmel.

Violinist Becomes Sheriff

Heimann Weinstein playing at Denny-Watrous Gallery to-morrow night, is one of the few concert artists who has "IT" and "personality-plus." His tour of Pacific coast cities has proved a stormy success. Overcome by the sheer emotional power of his violin playing, women have been known to faint, and the sheriff of Stanislaus County was so stirred by the beauty of Weinstein's playing, he tossed his badge on the platform, and proclaimed the aloof deputy sheriff before everybody—it was the highest honor he could bestow. The authorization papers reached Weinstein next day.

Weinstein is bringing back to the concert stage the glorious age of violin playing initiated by such prodigies as Mischa Elman, Zimbalist, Kreisler and others. Besides superb technique, poise and ample musicianship, he possesses the vital spark—the emotional urge that stirs an audience to its depths. Tomorrow night at the Denny-Watrous Gallery is "bargain night." We feel very certain that if Weinstein can be secured for Carmel again, it will be at a greatly advanced rate, and in a larger hall.

Following the Carmel performance Weinstein leaves for an engagement with Minneapolis.

Figure 1—Clippings from Newspaper Prepared by Regular Staff

~~SPOT LIGHTS~~

kinds of theories given concerning the cause of the depression and yet no one really seems to know. Some say they are just feeling the reverberations of the world war, while others say it is government mismanagement ending in depression. I thought I would stop here.

Sunshine Country has been a popular place for people over-unsure of the future. Still, the government believes the cause of unemployment is not the industry owners who are the cause. Perhaps it is not one of these reasons, but a combination of several or all. I think that the main cause of depression is machine. Machine has replaced much of the labor of the hard-working men and women. One of the reasons hired men are not hired is because the work of two men can be done by one. If the fact is that the machine is down the line, then the machine is greatly. Machine has many advantages, but it has finally met its match. The machine is becoming the

EDITORIAL

LET US KEEP OUR BEACH CLEAN

The beach of Carmel during the summer is cluttered with tin cans, old beach balls, and numerous other things. Most of the rubbish comes as a result of careless picnickers. This general litter of the beach spoils the beauty of the white sand, to say nothing of the danger it affords the swimmers who have to walk along where glass is strewn or sharp pieces of tin project. Since the beach is the most popular place for leisure time it should be taken care of.

How might we go about cleaning up the beach? The problem might be solved by the organizations in Carmel. They could make more frequent cleanups and pick up all of the trash that the boys and girls could not carry off or it end up with a trash can. An incinerator and fire place for the trash can easily be disposed of. These organizations will take the trash into consideration and try to improve the appearance of our beach. Also, I hope one will do his part from now on and not throw trash into the receptacles provided.

We have one of the nicest beaches on the Peninsula, so let us keep it clean.

—Allen Jack

**CARMEL'S RUSSIAN BASSO
IN CONCERT SATURDAY**

SUNSET SCHOOL WORK

**CARMEL'S RUSSIAN BASSO
IN CONCERT SATURDAY**

So great is the enthusiasm over the coming of Carmel's own Vasia Anikeev Russian basso, in the Denny-Warshaw Gallery on Saturday evening that in order to accommodate his second performance...

SUNSET SCHOOL WORK

SHOWS OF PUPILS
The P.T.A. held its last meet-
ing on the evening of May 13th
had in store for its members
a very worth
As the people
nly

Carmel Day by Day

In the Manner of

By Eighth Grade Pupils

We see the preparations going on all about us for the annual village of tourists to our quaint views in peace. The main preparations are in the form of renovating the cottages and putting out the "For Rent" signs giving the stores new coats of paint, and dusting off all the stock.

SPOT LIGHT
I love to see the spot lights
On the roofs of tall buildings
In the great big noisy city
That is filled with mirth and pity.
Kevin Wallace

Poems from Sunset School



People Talked About

SEA PICTURES

Bug better To skim A-sailing delighted

one day edge

My eye is ever delighted
To gaze on ocean blue
E'en when in angry turmoil
The clouds have changed the
hue.

SEA PICTURES

But better yet than this I like
To skim along the top,
A-sailing through the billows
The flying fishes hop.
Robert Kennedy

BOOK REVIEWS

The Seventh Grade Treasure Book
The book begins with a plan written by Gordon Bain. The title is "True to the Old Plantation." It tells of the freeing of the slaves. Next is the Cave Period with original stories centering about Cave life. These were written by the pupils of the Seventh Grade. They told of the early costumes and ways of living although they were very crude. Egypt then follows. Original stories were written about the Egyptians, and the way they lived and worked, and how they advanced toward civilization with

as much knowledge as their crude minds could give. Egyptians had so had time for amusement sports.

Babylonia and Assyria were told about in original stories written by the Seventh grade class. It starts in with Babylonian and Assyrian writing. They were very learned race of people. Their costumes and clothing of the people were mostly wool.

The section on Greece deals with the life of the time portrayed in original stories. The Greek art is very pronounced. They used marble from the quarry and made many uses of

Figure 2—Clippings from Newspaper Prepared by Pupils

with him. . . . Mr. Steffens talked chiefly about education in Russia and the part children play in educating the adults."

A seventh grade pupil interviewed William P. Silva, who had presented a lovely painting of Carmel Bay to the Sunset School, and wrote the following, "Mr. Silva's simple rule of painting is 'the right color in the right place.' Couldn't we make a beautiful world if we had Mr. Silva's eye for color and his hand to put it in the right place?"

Book reviews—Numerous books had been made, bound, and written by the pupils as a part of their social studies work. These books covered a variety of topics such as the westward movement, transportation, the progress of civilization, our country in relation to other countries, music, flowers, shells. The *Treasure Book* of the seventh grade contained an original play entitled "True to the Old Plantation." Four negro spirituals and the use of the negro dialect enlivened the play and helped to make the setting natural. The books were carefully reviewed and many interesting comments were made in the reports. The book reviews brought out clearly the type of social studies work carried on in the Sunset School.

Student's opinion on art—It was not so long ago that students were not supposed to have an opinion on art. But now it appears that children speak with the authority of adults and, understanding the basic principles of art, are producing interesting creative art indicative of great possibilities for the future. Consider the comments of two eighth grade pupils.

"There are of course two types of art—modern and otherwise. For my own use, I prefer modern art because I like the clear-cut, mechanical lines and incidentally, because I cannot draw things true to nature. But, as a matter of fact, nobody can, except the cameraman. I think that if one cannot be exact, one should not try the impossible. On the other hand, a good design will convey the idea the artist painted on his canvas."

"Art helps people to have a better idea of color harmony. If you have a sense of harmony you will make your home beautiful and harmonious. It is nice to be able to make things that are beautiful because you can put your whole self into them."

Poetry—The *Pine Cone* has a column devoted to poetry. Now and then a poem from the *Pine Cone* appears in the *Literary Digest*. The pupils were willing to attempt to fill this column with poetry of their own composition. We had some very fine poetry to draw from by selecting from the files of the *Sunset Glow* but this thought was discarded as we wanted all the material to be new. The results were not displeasing although rather average. The poems were illustrated with fitting linoleum cuts.

To illustrate the type of poetry which has been written by children I shall quote the following:

PROLOGUE

(Pageant High Lights in History Based on Activity Progress of Civilization)

Our audience may think that we are being overbold,
In truth, it is a mighty task,
Our efforts please behold.

Our aim is to express our thoughts
On rise of mankind's power;
The art, the times, and subjects all,
In this one little hour.

The cavemen's ingenuity
And Egypt's worship old,
The simple beauty of the Greeks
In ancient chorus told.

Rome, proud mistress of the world,
With Caesar at its head,
Dark Age's bloody battle fields,
And death fires blazing red.

Charlemagne crowned King of France,
Napoleon in the scene,
A glimpse of Merrie England
With Bess, its Virgin Queen.

All leading up to modern times
These olden episodes,
Have paved their way to progress
On forward pointing roads.

Calendar of events—The local calendar of events was studied, the directors of the Carmel Playhouse and the Denny-Watrous Gallery were interviewed, and write-ups on the "Queen's Husband" and the singing of the Russian basso, Vasia Anikeef, were adequately covered.

Innumerable short news items suitable for the village news reel were turned in to the editors.

The linoleum cuts were designed and cut out by the children and proved to be a very interesting feature of the paper.

Conclusion—The effort on the part of the pupils brought the local press right into the swirl of pupil activities and scholastic work. The reaction of the editors and publishers was one of high approval and hearty cooperation which, as we know, means a great deal to a school.

The interest of the children and their justifiable pride in their accomplishment did much to emphasize the worth of scholastic achievement. The reaction of the parents was much the same and the community as a whole has expressed itself heartily in favor of the progressive objectives of the school.

A SPEAKERS' BUREAU IN NEWARK

G. SIDNEY LEACH

Principal, Berger Street School, Newark, New Jersey

THE NEWARK PRINCIPALS' ASSOCIATION is an organization of more than fifty men and women in charge of the city's five senior high schools, three junior high schools, the elementary schools, industrial arts school, a boys' continuation school, and a girls' continuation school. As might be expected, such a group represents a wide range of professional training and experience. Its ranks are made up of former city superintendents, high-school heads of departments, supervising principals from smaller communities, and a few who have come up through the city schools.

This variety of experience has naturally been reflected in the work accomplished in the schools. It has also been evidenced in the variety and breadth of subjects discussed in the professional meetings of the organization. With such a wealth of experience at its command, the Association felt that it might be able to extend its usefulness by coming into closer contact with the community. As a means of carrying out this purpose, the Speakers' Bureau was formed.

The procedure—A circular letter was prepared setting forth the desire of the Association to be of greater service to the community by the discussion of problems in which school and community are vitally interested. This letter was sent to the principals, who were invited to cooperate by listing the topics on which they would speak. Over twenty responded, with a list of some fifty topics. Folders bearing the name of each speaker, his school, his home address and telephone number, and the subjects of his talks, were printed and mailed to over five hundred organizations in and near Newark. The folders bore this explanation:

This Bureau has been established to aid churches, societies, clubs, and other organizations that may require the service of public speakers. The principals listed below will give their talks upon request, suitable dates having been agreed upon. It is suggested that organizations make arrangements for lectures by communicating with the speakers themselves, writing or telephoning as far in advance as possible. The Bureau chairman will be glad to give advice and information relative to this work.

No charge is made for this service in Newark and vicinity.

The speakers will express their own personal views. They do not speak officially for the Association.

Some of the topics discussed were as follows:

- How Criminals Are Made
- Building a Character
- The School and Its Allies
- Student Participation in School Management
- The Playground as a Community Asset

The School and Character Training
The Problem Boy
Progressive Education
Better Supervision for Employed Youth
Humanizing the Parent-Teacher Relationships
Vocational Guidance
Parenthood
Your Boy
Dad's My Pal
Social Conditions in City Schools, Activity Schools
The Cooperative Group Plan of Organization in Schools
Can Personality Be Improved?
When Children Accept Responsibility

The Bureau has been operating for several years. The response to its offer has been such that a continuance of its activities is felt to be justified. One principal has spoken at least twenty times during the past year. Another has made eight addresses. The majority on the list have accepted invitations to deliver several talks during the year. Parent-teacher associations, men's clubs, women's clubs, and church and civic organizations, among others, have availed themselves of this service. Some of the addresses were delivered over the radio. About three years ago the principals supplied speakers for fifteen minute talks weekly for several weeks.

The results—First, the audiences become acquainted with problems vital to the welfare of the child, as seen from the angle of the school administrator. Sympathy with the viewpoint and aims of the school, and cooperation in carrying out its purposes, are a result of this enlarged understanding. Second, the Bureau plan gives principals an opportunity to go outside of their schools and to perform a service to the community. Third, and equally important to the principals, is the inspiration that comes from contact with inquiring citizens who are favorably disposed towards the schools and eager to keep themselves abreast of progressive educational thought.

ELEMENTARY SCHOOL PRINCIPALS, because of their training and experience, and due also to the fact that they hold key positions, have a distinct prestige in their relations with leaders of parent-teacher associations. The influence they may, and frequently do, exert upon the quality of programs and service is of considerable importance.—Ellen C. Lombard, Chapter V.

A WEEK FOR VISITS FROM PARENTS

ARVIN N. DONNER

Principal, Franklin School, Port Arthur, Texas

FRANKLIN'S BIRTHDAY on January 17 provides a very suitable time for open-house week. We have found that parents do not visit school unless a special invitation is given them. The few times parents visit school is usually when a special extracurriculum type of activity is going on, such as a football game or an auditorium program. What we want them to see is the regular everyday work as well as the special or "showy" activity.

Plans and procedures—A committee of teachers, with the principal, work out the program for Franklin Week. These plans differ from year to year but the following serves as a typical week's program:

- | | |
|------------|---|
| | Benjamin Franklin Week |
| | Franklin School Port Arthur, Texas |
| | Program for the Week |
| Monday: | |
| | 8:30 a.m.-4:15 p.m.— <i>Homeroom Visitation Day</i> |
| | Kindergarten—Webster building |
| | Primary grades—First floor, Franklin building |
| | Intermediate grades—Second floor, Franklin building |
| Tuesday: | |
| | 8:30 a.m.-4:15 p.m.— <i>Visitation of Special Departments</i> |
| | Physical Education—Nurse's office |
| | Boys' gymnasium |
| | Girls' gymnasium |
| | Swimming pool |
| | Playground |
| | Shops—Industrial Arts |
| | Forge |
| | Foods classes |
| | Clothing classes |
| | Home-making classes |
| | Library |
| | Art |
| | Music |
| Wednesday: | |
| | 7:00 p.m.-9:30 p.m.— <i>Open House Night</i> |
| | Home room exhibits |
| | 7:00 p.m.-9:30 p.m.—Shop display |
| | Home economics display |
| | Art exhibit |
| | 7:00 p.m.-7:30 p.m.—Girls' swimming exhibit for mothers—pool. |
| | 8:00 p.m.-8:30 p.m.—Physical education exhibit (boys and girls)—auditorium. |
| | 8:30 p.m.-9:00 p.m.—Boys' swimming exhibit for fathers—pool. |
| Thursday: | |
| | <i>Faculty Night</i> —Banquet: Toast program, "A Trip around the World." |
| Friday: | |
| | 8:00 p.m.— <i>Auditorium Night</i> |
| | Play by Dramatics Department: "A Basket of Wishes." |

At this open house, besides special invitations to parents and patrons, the members of the school board, superintendent, supervisors, and staff officers are given special invitations. Invitations may take one of several forms. Sometimes the art department prepares a special card or booklet with the invitation, or short letters are written by the pupils to their parents. At other times more formal invitations are sent out from the principal's office. On this a schedule of events for the week is mimeographed and sent home so that parents will have before them the activities for the different days.

Newspaper articles appear in the Sunday edition of the city paper and during the week some item of interest regarding Benjamin Franklin Week is given publicity. We find that the local newspapers are always ready to carry school news. If a reporter cannot call at school the city editor asks for a page or two of facts regarding the school activity which will aid him in his news story.

Pupils are urged to bring their fathers and mothers to open-house night. The children act as hosts and hostesses in escorting the parents from room to room, in explaining school routine, in introducing them to principal and teachers, and in showing their own work on exhibit. This occasion is one when the child is more familiar with the surroundings than his parents, and therefore more at ease than his guests. The pupil gets actual social development acting as host.

There are two policies regarding exhibit work which we always follow: (1) that the material on display shall be the regular work of the school children, and (2) that there shall be some work from every pupil. It is impossible to have all of the materials displayed on charts in the halls or in the classrooms but on every pupil's desk will be found work of that pupil. In a platoon school where pupils from two platoons use the same desk, this, of course, must be shared by both pupils. Parents take a casual look at the exhibit on the walls but they always make a close inspection of the work of their child, if it is stacked on his desk.

During the evenings of open house different methods have been used to inform visitors of some of the school activities carried on. The Home Economics Department has served cookies to its guests and has put on display the dresses and garments made in the sewing classes. At times they have had a table properly set for breakfast or luncheon, exhibited lunches for overweight and underweight people, displayed toys for children, or furnished and drawn plans for interesting bedrooms.

In the woodworking and forge shops articles are displayed, showing the article in the beginning process, when it is partly made, and when finished ready to be taken home. In the physical education department actual classes participated either in the gymnasium or on the auditorium stage. Here the work of the nurse and health inspection is shown. Pupils give demonstrations of work on gymna-

sium apparatus; group calisthenics, tumbling, folk dancing, or games. In the swimming pool the different swimming strokes are demonstrated by boys and girls. Short swimming dashes, dives, underwater swims, and water stunts are demonstrated. At one time a water basketball game was worked out by the swimming instructor and given as swimming free play.

One evening is always devoted to auditorium activities. These programs may take the form of a dramatic play, a musical operetta, or a combined program to show visual education, citizenship work, music, and dramatics. To vary the week's activities sometimes a Fathers' Night and Mothers' Night are scheduled. Invariably all of these activities are free, for the school is host to the parents. One year, however, as an added activity we held a commercial art exhibit. An exhibit of our own work in art was being held at the same time and parents were at liberty to visit the pay commercial art exhibit if they so desired.

One feature of Benjamin Franklin Week which has proved quite successful is a night given over for the faculty banquet. Neither parents nor pupils are invited to this affair but school officials and the board of education become our guests. This is one time during the year when contact between school officials and faculty is made on a social rather than a professional basis. This banquet has the same effect for better acquainting teachers and the school board members that the open-house night has in better acquainting teachers with parents.

Conclusion—We feel that Benjamin Franklin Week is very worthwhile. It motivates the school work. It is good training for pupils, and it gives parents an opportunity to see work that has been done and work actually in operation. It gives these parents a chance for comparing work of their child with other members of the class. It acquaints them with the work done in schools of today. It gives them opportunity to make suggestions and receive aid.

Open house makes it possible for teachers, in turn, to display pupils' work and show presentday methods of teaching. Teachers have an opportunity to return the hospitality to parents which may have been given them when they were guests in parents' homes. Open house also affords an opportunity for teachers to make friends with parents of pupils other than their own.

The home and school are only two of the several phases of the large community life in which the child lives, but they are two of the most important. A correlation between them and a right understanding must exist to bring about the favorable friendly results which a school administrator desires. A week of school visitation by parents helps to strengthen this bond of school friendship.

PUBLICITY THROUGH MUSIC

ELMER SWEDINE

Principal, Elementary School, Enumclaw, Washington

AN ANNUAL ALL-SCHOOL PROGRAM is very successful in establishing wholesome relationships between the school and the community. A very important consideration for all elementary principals is that the public should be "sold" on its elementary school, and it is unquestionably one of the duties of an elementary principal to "sell" his school to the community. Several educators have already pointed out various ways and means by which this can be accomplished. It is the purpose of this article to describe how a musical program has been used to enlist community interest and support.

In an elementary school of 635 pupils including grades 1 to 6 inclusive, and a kindergarten of 40 pupils, with a modified platoon organization of 12 classes in grades 3 to 6 with 19 teachers, a *musical program* has been developed to replace the operetta. In the past, difficulty was experienced in selecting an operetta suitable for the aforementioned school organization, and it was always found necessary to supplement the operetta with dances, choruses, and other features in order to include a large number of pupils. The operettas also presented the problem of using regular class time for the training of pupils, and pupils were deprived of full-time instruction in regular subjects.

In order to overcome this difficulty of finding a suitable operetta, a musical program, which for convenience was called the Grade School Musical, was planned and developed. In the discussion which follows, the advantages of this new type program will be presented as well as its relation to the regular school program and the part that it plays in "selling" the school to the community.

The musical program—The present musical program is developed through the music and physical education departments. The physical education program in the elementary school is organized with one day per week devoted to health study and instruction, two days to plays and games, and two days for folk dances. This unique physical education curriculum makes possible the utilization of folk dances in the annual school entertainment. Preparation for the entertainment does not encroach upon time allotted to the regular school subjects, with the possible exception that an activity period is utilized for the development of special leading parts or speaking parts.

The following is a copy of the program given in the spring of 1931:

1. Grand Opera Selections.....Grade School Orchestra
2. Minstrel Act.....Grades 4, 5, 6
3. Gathering Peascods (English Folk Dance).....Grade 3
4. Violin Solo, "Cradle Song"

5. Rhythm Band "Parade of the Wooden Soldiers".....	Grade 1
6. Sailors' Hornpipe	Grade 5 Girls
7. Indian Tale—Wright.....	Grade School Orchestra
8. Some Favorite Songs	Girls' Glee Club
9. There Was an Old Man (Clog).....	Grade 6 Boys
10. Trumpet Duet, "Roses of Picardy"	
11. Czardas (Hungarian Folk Dance).....	Grade 4
12. Mother Goose Songs.....	Grade 2
13. Pierrot Dance	Grade 6 Girls
14. Americanization (Medley).....	Grade School Orchestra

The above program was given in about one and one-half hours, and more than 250 pupils were in the performance.

The reader's attention is called at this point to the flexibility of this type of program due to the abundance of folk dances and musical selections that can be selected for it. The ever-increasing amount of material in the field of music and folk dancing eliminates the necessity of duplications from year to year.

Publicity—The local papers are very generous in publishing reports of the progress of plans approximately two months before the date set for the performance and, in a final article, giving the names of all the children who are to appear. In addition an advertisement is placed in the local papers by the school. One of the local banks also calls attention to the program through its regular advertisements. Two days before the date of the musical, mimeographed copies of the program are sent home with the children to the parents. A matinee is given the day preceding the evening entertainment, which in reality is a dress rehearsal. This matinee performance gives all the students in the local schools an opportunity to attend, thereby relieving congestion at the evening performance. In addition, the pupils, who see the entertainment in the afternoon, carry a discussion of it into their respective homes, which in turn arouses greater interest in the community.

Attendance—Attendance at the musical is a very important item to stress. As has already been outlined, every effort is made to get everyone in the community, who is able, to attend. For this reason the price of admission is kept at a minimum and as a result of all these contributing factors a large audience is enjoyed.

Conclusions—This type of entertainment has been found to have many features in its favor. It has proven so successful that it will be repeated in the future. The *musical* has the following advantages:

1. It can be developed without loss of time from regular classroom work and as a part of the regular school program in that it is a sampling of work done during the year by the music and physical education departments.
2. Regular classroom teachers are relieved of the responsibilities of the program and assist only with costuming and supervision of the children in the dressing rooms before the performance.

3. A large number of pupils of many different ages can take part in the entertainment.

4. There is no need for special scenery.

5. Production costs are nominal and it is a good source of revenue.

In its relation to bringing the school and the community together, the following conclusions may be made in its favor:

1. On account of the large number of pupils accommodated, interest is widespread, and a large number of parents come to the school.

2. Parents are entitled to see genuine school work and the *musical* is effective in advantageously displaying actual musical and physical education work.

3. The use of national folk dances facilitates pleasing the parents in that folk dances that correspond with the national origins of the community may be utilized.

Finally, the writer acknowledges his indebtedness to the musical director of the entertainment, for its organization and production. It is sincerely hoped that this article will help solve some of the entertainment problems of other elementary principals, thereby assisting them in establishing wholesome relationships between their schools and their respective communities.

THE VISITING TEACHER is a comparatively new arrival in the field of education. Her appearance marks a new emphasis in education, an emphasis that places responsibility on the school for the development of the child's personality as well as the development of intelligence. The school of today has broadened its scope and no longer is willing to confine itself to the three R's. It has dedicated itself as well to teaching the child how to live in harmony with himself and those about him, thereby enabling him to attain full use of his capacities.—Elizabeth H. Dexter, Chapter IV.

AN ACTIVITY IN SCHOOL PUBLICITY

IRA J. AREHART

Principal, Robinson School, Detroit, Michigan

THE PURPOSE of this article is to describe a school activity which helps to establish cordial relations with parents, and informs the community of the educational work being done by the schools and of the physical conditions under which the children work. We have used this community activity idea, with variations, for the past three years at the Robinson School with marked success.

Our school with an average enrolment of sixteen hundred pupils is composed mostly of American families in medium financial circumstances. It is an average community such as is found in most any of our large cities. We have in the school what is known as the platoon organization of twenty-four sections including all the grades through the eighth, and eleven special classes outside this organization.

Our publicity activity—Desiring to encourage personal acquaintanceship among the teachers and parents we set to work upon a publicity activity which would include the entire school and would continue through the semester. We wanted some means by which we could reach effectively a very large percentage of our patrons. Obviously, such an activity has (1) the instructional aspects with the children, and (2) the presentation aspects with both parents and children present. It is necessary to present the instructional side by reproducing a copy of the outline of an activity:

THE WORLD ON PARADE

PEOPLE	EDUCATION	INDUSTRIES	TREASURES	ENTERTAINMENT
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Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast—
World, you are beautifully drest.

You friendly earth! how far do you go,
With the wheat-fields that nod and the rivers that flow,
With cities and gardens, and cliffs, and isles,
And people upon you for thousands of miles?

—William Brighty Rands

I. Aims

- A. To lead pupils to the discovery and the appreciation of the part played by different nations in today's progress of the world.
- B. To acquaint the community with work being done in the school and the physical conditions under which the children work.

II. Suggestive outline of points to be considered

- A. To study the type of industries, pleasures, educational systems, and governments of different peoples of the present time.
- B. To study habits, customs, and other characteristics of the peoples of different nations.
- C. To learn what is being contributed by different peoples to the progress of the world at present time.

D. To discover the forces (natural conditions, climate, etc.) which influence the peoples of the world to act as they do today.

E. To lead the pupils to a more complete understanding of the peoples throughout the world which will lead in time towards world peace.

III. *The final outcome will be a growing exhibit*

Using the above outline as a guide each teacher writes a brief statement of what her homeroom or subject will contribute to the activity. These outlines of the teachers are based wholly on the local courses of study. The teacher's suggestions together with a large poster are displayed in a convenient place where all teachers may have access to them. The work of the different departments (i. e. art, science, literature, health) is closely correlated with the auditorium activities. Our efforts culminate in four or five public demonstrations of actual school work in the auditorium. These are not special programs but regular school activities given by different grades or sections to permit as many of our pupils as possible to participate. Rather, general participation arouses a high degree of interest in our school work on the part of both children and parents. In connection with the last public performance of the program we have an exhibit of the school work of the closing semester. This exhibit shows as far as possible the work in all activities, including the subjects: health, art, literature, music, science, reading, writing, arithmetic, spelling, nature study, and the special classes of open-window, English, and manual arts. Each pupil makes at least one contribution in at least one subject to the exhibit.

Since the school auditorium seats about three hundred, it is difficult for us to entertain satisfactorily more than that number at one time. Invitations, written by the pupils, are sent to those parents whose children are in the grade scheduled to appear in a particular program. These personal invitations ask the parents to spend the afternoon in school as our guests and to observe us at our work. In this way we reach a great many more parents during the semester, since they attend more frequently when their own children are participants in the performance.

At each public performance the parents are assembled in the auditorium to hear a short explanation of the platoon school organization and of the seven cardinal objectives of education. After this short explanation the visitors are entertained by a program which is made up of the actual work being done in our different departments. The following is one of the programs which was given:

A GOOD CITIZEN'S HOME

Number	Grade Performing
1. Obedience—Playlet, "In a Minute." -----	Sec. 6
2. Helpfulness—Playlet, "Contrasts." -----	Sec. 23
* Poem, "The Quest." -----	
3. Team Work—Drill and song, "Old Oaken Bucket." -----	Sec. 13

4. Cleanliness—Dance and Song specialty.	Sec. 24
Poem, "Prayer for This House."	
5. Honesty—Playlet, "Seven Cranberries."	Sec. 20
"Old Folks at Home."	
6. Thrift—Playlet, "Billie Bates' Bicycle."	Sec. 18
Solo, "Just a Cottage Small."	
7. Loyalty—Playlet, "Who Liveth Best."	Sec. 6
Poem, "Only a Baby Small."	
Solo, "Yours and Mine."	
8. Self Control—Poem, Kipling's "If."	
9. Safety—Playlets, "Candymakers" and "Careful Mothers."	Sec. 22
Song and drill.	
Solo, "Homing."	
10. Cheerfulness—Song and drill.	Sec. 5
Poem, "Our Home."	
11. Finale—Song, "Home, Sweet Home."	

Following the entertainment we invite our guests to go with us for an inspection of the school plant. For the inspection the visitors are divided into small groups so we can answer readily any questions concerning the administration of the school, or about the instruction and the physical conditions under which children are housed during school hours. We always make a special effort to show visitors the heating and ventilating system, pointing out the care taken to provide the optimum conditions under which children should work. The tour of inspection is highly instructive to taxpayers who often remark: "This is the first time I ever saw or knew there was so much to a school plant." Visitors are also impressed with the work being done in the open-window room, the speech correction classes, the lip-reading classes, and in the special class for the slow-learning pupils.

After this general inspection of the entire school the visitors are taken for the remainder of the day to the classrooms of their respective children. Here they observe the actual instruction. They are encouraged to ask questions relative to the progress of their children and to discuss any means whereby they may be of assistance.

The parents are deeply interested in teaching as evidenced by the number and variety of questions asked. For example, "Why is not arithmetic taught in the first grade?" "What method is used in teaching reading in the first grade?" "What is meant by individualization and how is it used in instruction?" "How do you read the progress charts?" Questions are not confined to instruction only, but information is asked for as to the cost of school buildings, the cost of equipment, and the method of ventilation.

Conclusion—From our experience we have come to the conclusion that the community benefits in the following eight ways:

1. Establishes a sympathetic bond of understanding between the teacher and the parent.

2. Stimulates added interest in school activities on the part of parents, teachers, and pupils.
3. Improves morale of both teachers and parents which has great influence for better teaching.
4. Gives taxpayers an understanding and an appreciation of what is obtained for their money.
5. Tends to make the school the center of community activities.
6. Gives principal and teachers greater opportunity for guidance.
7. Enlightens the parents regarding objectives of our educational system, which helps the pupil to develop in himself as far as possible, those ideals, purposes, and powers most worthwhile to society.
8. Stimulates and encourages the teachers to do their best teaching.

THE PRINCIPLE is generally accepted that the schools of today should be closely attuned to the community's life. Differences of opinion arise as to how community-school relationships may be established and maintained with the maximum benefit to children.

At one extreme are those who would allow commercial establishments, welfare agencies, and various "improvement" groups considerable freedom in the school system. At the other extreme there are educators who would close the doors of the schools to all "propaganda" or influences which appear foreign to the purposes of the school.—Editorial Committee, Chapter II.

A CHILDREN'S FAIR

ADELE M. OUTCALT

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DURING THE LAST TWENTY-FIVE YEARS, many educators have come to the conclusion that since the home no longer gives the child many life experiences, the school must provide substitutes. As a result, the courses of study were filled with units of industries and occupations, excursions to industrial centers were recommended, and an activity program provided. In the schools the fundamental processes have been revived so that children may weave, grind wheat, bake, make butter, and do many other things that their forefathers did in the home. Teachers with enthusiasm are able to help children to reconstruct the pioneer days and the children are able to do creative work under expert leadership.

Splendid as our "activity program" is, the processes tend to be artificial, even under the best conditions. The teacher's leadership, in a crowded room of forty pupils, is apt to become dictatorship. Since the school, through no special fault of the teacher, cannot attain the ideal, the question may be raised: Should the home help to provide the child with opportunities for self-activity? At home, the shop, the art corner, and the cabinet for collections should occupy a large part in the child's life. Countless opportunities exist in the home for the child to do creative work in response to an inner urge and commensurate with his development.

An exhibit of creative homework—The school faculty had given considerable thought to the problem of turning the leisure time of pupils to creative uses. What do children make when they follow their own inclinations at home? What can they accomplish alone and with the ordinary materials available at home?

The discussion led to a plan for a children's fair to exhibit articles made at home. The idea was communicated to the parent-teacher association. The president of the council of parents and teachers of the city approved of the idea and appointed the city chairman of recreation as the head of a committee to make detailed plans. Recreation chairmen of the local parent-teacher organizations became members of the central committee. Several principals and some teachers who by reason of the subjects they were teaching (i.e., teachers of arts, crafts, and domestic science) were asked to help with the plans. The art supervisor, the nature study supervisor, and the head of the visual education department were also made members of the committee.

Special committees were appointed to find a place to hold the exhibit, to secure facilities for displaying work, and to enlist the daily press. Letters were written to the presidents of all local parent-teacher associations as well as to the principals of the schools, advising them of the plans and soliciting assistance. Principals were told

that no articles made at school would be accepted for the exhibit. However, all finished articles were to be brought to the school and members of the parent-teacher association were to get them to the place of exhibit. Articles for the exhibit were considered under the following heads: woodwork, needlework, cookery, arts and crafts, fine arts, collections, garden products, inventions, manuscripts, and miscellaneous.

Great interest was manifested by all members of the school system. The superintendent made valuable suggestions. Among them was the recommendation that no prizes or awards, not even ribbons, were to be used. This procedure did away with much heartache and envy on the part of children whose work would not have been singled out by such recognition. Furthermore, it was not necessary to insist that the work be wholly the child's, without direction or advice from an older person. It was generally agreed that if Johnnie made an airplane with the assistance of his father, this was highly desirable, providing the fact was indicated on the label.

Handbills were distributed to the children of all the schools inviting them to make things at home for exhibition. Although the children had only a short period in which to work, it was interesting to find that upward of a thousand exhibits were entered. The hall selected for the exhibit adjoined the rooms occupied by the visual education department, a fortunate arrangement since the staff of the department was interested and helped materially to manage the event.

Products were placed according to the classification scheme. The largest space was given to the woodwork department owing to the large number of exhibits. It was interesting to note the wide range of models of boats, airplanes, bird houses, coasters, doll furniture, doll houses, and toys. Possibly the most original article in the toy group was an automobile. It was about four feet long and large enough for a small child to sit in. It's wooden body was covered with a canvas and painted a dark red. Fenders were made of tin cans straightened out and bent along correct lines. A heavy screen simulated the front of the radiator, where an auto club emblem gave a realistic touch. An old scooter furnished the wheels and a toy wagon wheel bound heavily with tape was the steering wheel, which moved the wheels of the vehicle. Ends of tin cans made the lights and an exhaust pipe (origin unknown) protruded rather prominently at the rear. On being questioned as to the make of the machine, the maker said, "It's really an Auburn, but I call it 'Speed King'." This automobile came nearest to what had been in the minds of those who originated the exhibit plan because the boy had utilized the materials at hand, had worked with little or no assistance, and had felt all the joy of the creative impulse.

The second largest group of articles was the needlework department. Embroidered scarfs, table runners, towels, were there in great

numbers. There were also patch quilts, boudoir pillows, a camp fire costume, a rag doll, and some doll dresses. While the department as a whole showed little originality, many individual exhibits showed considerable thought.

Some very fine looking cakes, pies, and jellies were exhibited in the cookery department, most of them made by little girls of eight and ten years of age. The garden products included fresh vegetables and cut flowers, from gardens tended by children. A miniature garden in a pan made by cutting a five gallon oil can lengthwise, was the most original exhibit.

Among collections, there were stamp books, pressed flowers, shells, rocks, and an unusual collection of buttons. One large stamp collection was particularly attractive to the boy visitors.

The arts and crafts department had well-made articles that showed previous training. There was, however, little originality shown. Crepe paper dolls and flower pillows were not lacking. Under fine arts, the soap carving was outstanding, but the pictures reflected the school training. Some stories and poems were submitted as well as a book of plays by a girl of twelve.

How did this children's fair help the community?—The child who contributed to the fair derived the satisfaction that comes to anyone who contributes his talents unselfishly to a public cause. His cooperation helped to create something that was considered worthwhile by his elders as well as by his fellows. Such a feeling develops self-respect and stirs the beginnings of civic pride.

The children, who were only visitors to the fair, manifested interest which probably led them to make things at home. Teachers learned from the exhibit. They gleaned from it some of the real interests of children and what children can do without direction. Perhaps they were interested to see to what extent our school instruction carries over into the self-activity of the child. Mothers and fathers who visited the fair were awakened to a greater insight into the use of a child's leisure time. To the parent who had provided no opportunities for creative work for his children the exhibit was a revelation. Parents who had given some thought to children's leisure time doubtless found many suggestions that were helpful.

The parents who served as hosts and hostesses at the exhibit must have gained even more than the casual observer in appreciation of the meaning and value of creative work of children. These parents had the advantage of the discussions in committee meetings and gained therefrom a greater understanding of educational practises. In a time when the radio, the movie, and the auto threaten to occupy the "lion's share" of our leisure time, it is important that leaders in the community make an effort to promote ways in which we may engage not only in passive enjoyment, but in activities which demand self-expression.

SOME OUTCOMES OF PUBLIC EVENTS

RUFUS A. DUVALL

Principal, North Birmingham School, Birmingham, Alabama

PUBLIC SCHOOL entertainments and exhibitions are of incalculable importance because by no other means can the activities and accomplishments of the public schools be so permanently and deeply impressed. That the deepest and most lasting impressions are gained through sight is an educational principle that applies well in keeping the public educated as to school activities, procedures, and accomplishments.

These public entertainments and exhibitions provide (1) a superior type of patriotic education; (2) a medium or channel for publicity through which the interest and support of the general public may be had; (3) a means to community solidarity among the adult citizenship as well as among pupils; and (4) an opportunity for self-expression for many students.

A superior type of patriotic education—There exists a superior type of patriotism and interest in one's own school, community, and nation that is without the deceiving sound of fife and drum. It is without the unbalanced enthusiasm that comes from an unfurled flag. To encourage in youth a type of patriotism that seeks to build one's own life without the destruction or unhappiness of another is one of the tasks of the public schools. One effective way to the development of this superior type of patriotism and community consciousness is through the dramatic effects of school entertainments and exhibitions. A notable example of the effectiveness of dramatization has been illustrated so well by outstanding moving pictures that the point needs no further comment here.

Furthermore, children do not forget having been a part of a school program and parents feel gratified when their own children take part in community projects. To have as many children as possible feel *indispensable* in school entertainments and to have as many parents as possible assigned tasks to perform on these occasions are indirect, therefore effective ways of teaching patriotism. Participation builds a feeling of interest and ownership.

A medium for publicity—Successful school superintendents the country over, as well as instructors and students in school administration, are agreed that the support and the progress of the public schools are dependent upon how well the public is informed. Not only the parents of children in the schools but every citizen should be interested in the progress and activities of education.

Public schools had their inception in the democratic and altruistic conviction that society should provide for the education of all the children whether or not the taxpayers were direct beneficiaries of

the schools. This principle is still basic in public education and educators should not forget that they are responsible to all the people. The schools belong to the people and the latter as investors are entitled to know all about their expenditures.

A direct way for teachers and administrators to make their report of progress to the people is through school entertainments and exhibitions. In this way, all of the citizens can be attracted to the school. It is self-evident that the more the public knows about the schools the more willing it will be to support them in every way. We shall never be able to get the public to sit in our classrooms long enough to see the instruction, but a beautiful entertainment or an interesting exhibition has an almost universal appeal. Furthermore, a well-planned evening contributes something to the appreciations and satisfactions of people. We all tend to support what we enjoy.

Community solidarity among adults and pupils—Public school entertainments promote community solidarity by appealing to the community consciousness and by requiring large numbers to work together cooperatively. These are occasions when all citizens, regardless of religious or political beliefs, are brought together in a common interest. The aftermath of a great school entertainment leaves the "north siders" and the "south siders" less divided against each other. It leaves community spirit as differentiated from class spirit. It has in it a great "get together" influence. Many who would otherwise remain strangers get acquainted, and, in a larger sense, the whole community becomes acquainted with itself.

A successful school entertainment is an occasion for satisfaction and pride to all who participate as well as to all who attend. It has a wholesome socializing influence that promotes harmony in all community relations as well as in the relations of the community with the school. Common enjoyment makes for understanding between youth and adults.

An opportunity for self-expression—The impression through expression is an educational axiom that should be recognized more than it is in school activities. To provide opportunity for self-activity and self-expression is one of the biggest demands on education. It often happens that a school entertainment marks an epoch in the lives of many of the performers because from that day they realize the importance of ease and grace in action, as well as dignity and poise in appearance. A purposeful school entertainment, constructed so as to use hundreds of children, is one of the best known vehicles for giving an outlet to the innate desire for self-expression. Mass participation is the keynote to the success of these public functions.

Examples of purposeful school events—For the past ten years the North Birmingham School has given two entertainments each year, one in the fall and another in the spring. The general plan has been

to arrange a comprehensive entertainment with as many departments as possible contributing. For instance, the playground has usually furnished a twenty-minute program of dances, stunts, and drills. The music department has provided twenty minutes of entertainment through vocal and instrumental numbers. The library has contributed by dramatizing some familiar story like *Tom Sawyer*. The primary grades, in these entertainments, have always been prolific with Tom Thumb weddings, Wedding of the Flowers, Coming of the Birds, or similar activities.

There has been in each program an opportunity for the manual training, domestic science, and art departments to exhibit their work. In manual training the exhibit consisted of various articles made in the shop, including toys, pieces of furniture, and other articles of handicraft. The exhibit in domestic science included posters, health charts, prepared food, and articles of clothing. The exhibit of the art department has been most interesting and attractive, including the classroom work of that department over a period of time.

By setting up our purposes in these programs months in advance we have been able to successfully motivate creative work in practically all subjects. These activities have been put together in logical order, and yet the order is the least essential. We have not endeavored to turn out a finished product, but to encourage children to do their best. We have learned that the stereotyped program is meaningless and ineffective when compared to one built around the experiences of the children.

It is good instructional technic to teach a child the cost of papering, painting, and repairing his own house before he figures such costs for John Doe's house. In the same way it is good practise to teach a child to dramatize his own experiences and the experiences of his own school and community before attempting to dramatize experiences entirely foreign to his own. Our 1930 pageant was an attempt to dramatize the familiar things of life.

Conclusion—The writer should like to emphasize the fact that any principal, supported by his teachers, can select enough features from the regular school work to make an interesting program for the public. Particularly is this true if the teaching in the school permits the children to participate in purposeful and dramatic activities. Units may be taken from the various classrooms and brought together so as to represent the school as a whole. There is little or no reason under this plan for disturbing the "regular" school work. Rather, the public events provide new avenues for self-expression, as well as strong contributions to community solidarity.

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CHAPTER VIII

SERVICE CLUBS

PRINCIPALS AND SERVICE CLUBS

EXCHANGE CLUBS SERVE CHILDREN

KIWANIS CLUBS PROMOTE CHILD WELFARE

LIONS CLUBS COOPERATE WITH SCHOOLS

BOYS WORK PROGRAM OF OPTIMIST CLUBS

ROTARY CLUBS HELP ELEMENTARY SCHOOLS

PARTICIPATION OF PRINCIPALS IN WOMEN'S CLUBS

EDITORIAL COMMENT ON CHAPTER VIII

What are the programs of the service clubs in relation to child health, protection, and development? How can the schools and the service groups cooperate? Most of the articles in Chapter VIII attempt to answer the first question. Representatives of the Exchange, Kiwanis, Lions, Optimist, and Rotary organizations responded to the Editorial Committee's invitation to describe their activities in relation to child welfare.

The first point that should be made in connection with the articles of this chapter is that hundreds of citizens deserve praise for their altruistic interest in children. It is a remarkable achievement when so many business and professional men give time, money, and ability to make children better able to face the world.

It is obvious that participation in service organizations can bring several benefits to the school and to the principal: (1) it provides a group of citizens who are eager to eliminate suffering among children, (2) it brings the school in contact with groups where a positive program of child development exists, (3) it fosters a general interest in children and education, (4) it provides the principal with an organized outlet for a program of school interpretation, (5) it brings the principal in contact with viewpoints and needs of the community, and (6) it helps the principal to broaden his social, economic, and educational philosophy.

An argument commonly brought against participation in local business and professional associations is "The principal belongs in his school every minute that it is in session. Luncheon appointments usually mean that the principal misses from a half-hour to an hour of school time." Such an argument was thoroughly sound up to 1860 when most "schoolmasters" had full-time teaching duties. The contention had less basis between 1860 and 1920 when many principals devoted full-time to administrative responsibilities. Today the argument is obsolete. The modern principal is an *educator* in the fullest sense of the word, and no longer merely serves time in a daily routine.

At the end of Chapter VIII are listed a number of worthwhile references.—*Editorial Committee.*

CHAPTER VIII

SERVICE CLUBS

PRINCIPALS AND SERVICE CLUBS

J. L. O'BRIEN

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LISTED AS IMPORTANT among the many duties of an elementary principal is that of making community contacts. The principal is urged to present and interpret the problems and policies of the school to his immediate community so as to bring cooperative effort to the solution of problems and active support to established policies.

In order to carry through a program of this kind, the principal makes as many community contacts as possible, he assists in the organization of community councils, brings the school to the parents in special programs and drives, plays an important part in the parent-teacher association, and guides the work of the child-study classes.

The *Seventh Yearbook*¹ reported a median of 1.96 hours a week devoted to community work and a median number of memberships in social-civic organizations as approximately one per principal. Surprise was expressed that the principals in the study reported few contacts with service clubs such as the Kiwanis and Lions.

Nature of the problem—It cannot be denied that service clubs of the type mentioned, representing the most progressive groups in community life, afford an excellent opportunity to present the school to the public and to bring about an active support of progressive policies. Have we as schoolmen failed to make this contact? Is it the fault of the school or of the service club? Has the school taken the initiative and found an indifferent service club? Did the initial efforts of the service club receive such a cool reception from the school as to cause its enthusiasm to wane? What type of contact between the schoolman and the business man is desirable?

There are a number of service clubs which have shown a willingness to cooperate with the schools in their respective districts. Numbered among these community organizations may be found the Exchange, Kiwanis, the Lions, the Optimist, and the Rotary Clubs. In each of these groups there are committees which make a direct or indirect contact with the schools.

With the exception of some general principles there seems to be no uniform procedure among clubs with regard to the manner in which they make contact with the school or other social agencies.

¹National Education Association, Department of Elementary School Principals. *Seventh Yearbook*, 1928, Chapter X, "The Principal and His Community," p. 249-54.

Each community organization works out in detail its own policy in this respect. What may be said of one club and the schools within its district may only in a limited sense be applicable to conditions found in the territory of an adjacent club. Thus, the problem becomes a purely local affair, and rests entirely with the principal of the school and his neighborhood club.

A typical service club's activities—Kiwanis International has at least two committees through which the school may derive great benefit. One is known as the "Committee on Under-Privileged Child," and the other as the "Committee on Vocational Guidance and Placement."

The general objective of the Committee on the Under-Privileged Child is in the words of the International Kiwanis as follows: "To bring to a selected group of under-privileged children in the immediate vicinity, greater opportunities for moral, mental, spiritual, and physical development. To provide for each child, through the assignment of a properly qualified member of the club, the personal interest that means so much in the early formative years of a child's life." The under-privileged child is defined as one, "living in city or country, who is deprived of those conditions that make for normal mental, physical, and moral development, and who, with personal counsel and assistance, will have a better opportunity to become a worthwhile citizen." What should be particularly interesting to some is the statement that the organization is of the opinion that it can give more efficient service by cooperation with established agencies than in an attempt to develop independent programs in the same fields of endeavor.

Listed among the activities of this committee may be found the organization of baseball leagues, out-door picnics, Hallowe'en parties and carnivals, Fathers' and Sons' Nights, care of tubercular children in special camps, summer camps for boys and girls, nourishment for under-weight children, schools for physically handicapped children, hospital wards for children, free medical service, orthopedic clinics, scholarships, student loan funds, memberships in athletic associations, friendship clubs, children's home, farm clubs, Boy Scouts, parks and playgrounds, and equipment of school bands and orchestras.

The above activities are but a few of the many which might be listed under the work of the Committee on Under-Privileged Child in Kiwanis. The school has many similar activities and problems to meet. There should be active cooperation between school and service club wherever we strive for common goals.

The second of these committees is "Vocational Guidance and Placement." It seeks to assist the multitude of boys and girls who leave school yearly to go to work. The International Committee on

Vocational Guidance and Placement in Kiwanis calls our attention to the fact that in addition to the millions leaving school to go to work there are millions more who change their jobs because of dissatisfaction and that the individual and society both suffer from these countless cases of vocational maladjustment. Therefore, the committee seeks to cooperate with all agencies of vocational guidance. It defines vocational guidance as "the giving of information and advice and the direction of experience with regard to choosing an occupation, preparing for it, entering it, and progressing in it." It brings to the inexperienced child the mature wisdom of the experienced adult.

The international committee advises the local groups to analyze the process of vocational guidance and suggests the following steps: (1) giving of information to the individual, (2) securing of information from the individual, (3) assisting him in making a choice as to what he shall do, (4) help in working out a plan to attain the desired objective, (5) devising means to get the plan into operation, and (6) following-up to see whether the desired results are being obtained.

Kiwanis activity in this field is divided into two types: (1) mass vocational guidance, and (2) personal interviews. The local committees are advised that "in communities where certain plans for vocational guidance are already developed in schools or by other organizations, Kiwanis clubs can cooperate with such agencies as are already active, by rendering assistance, especially along the two main lines of activity above suggested."

Mass vocational guidance consists of talks given to groups of individuals. It is hoped that children will thus be given an opportunity to gain first-hand information about fields which interest them and also that these talks may pave the way to personal interviews which usually follow such general meetings.

Recently in the Chicago vicinity a mass vocational meeting was held. Boys and girls in the various high schools were invited by the local clubs to attend a conference at a centrally located auditorium. Here, after a general mass meeting, the audience divided into groups according to their several interests. These smaller groups were under the supervision of men especially trained in the specific vocation about which the young people desired information. The local clubs were then in a position to follow up this general meeting with personal interviews.

We have made a considerable start in the field of vocational guidance and placement in our schools but we cannot afford to overlook the offer of assistance tendered by service clubs such as Kiwanis.

What type of contact is desirable between the schoolman and the service club?—As stated before, the cooperative activities depend

largely on local conditions. A great many principals are active members of local service clubs. This membership usually entails an expense of approximately sixty dollars per year for dues and luncheon fees. Most clubs end their noon meetings promptly at one-thirty. Should the principal stay until the close of the meeting he will miss twenty or thirty minutes of the afternoon session of the school. Here again the principal is forced to govern his actions in accordance with the policies of local school authorities. If this type of community contact is worthwhile and the principal is willing to expend a considerable amount of his money and time, he should be encouraged in such activity.

In the particular territory in which the Hibbard School is situated, the principals of the senior high, the junior high, and the elementary school, are all members of the local Kiwanis Club. That they are active in a real sense of the word is indicated by the positions which they hold in the club. One is president, another is chairman of the educational committee, and the third is the music chairman.

These principals are of the unanimous opinion that the contact thus established between the school and the service club has been of mutual benefit to all concerned. There has been no tendency on the part of the club to force its policies upon the school or to embarrass the school by requesting participation in activities which were not primarily a matter of school concern. Rather, as it should be, the club has followed the suggestions of the international committees and sought to cooperate with the program of the school rather than to initiate similar activities of its own.

The principals have been given every opportunity to interpret the policies of the board of education, to present general school conditions, and to enlist the active support of the community in matters which have meant much to the schools. This type of contact between school and service club is desirable.

A SCHOOL SYSTEM, like any other major business enterprise, must keep in touch with the changing demands of the consuming public. The public schools arose in response to the need of the people for certain types of education. The needs have changed with the years and the schools must change likewise.—Frank Cody, Chapter I.

EXCHANGE CLUBS SERVE CHILDREN

HEROLD M. HARTER

Secretary, National Exchange Club, Toledo, Ohio

THE EXCHANGE clubs of the country have the distinct purpose of inaugurating and furthering practically every type of project for the betterment and uplift of their communities, and, in view of this, have found a great field of service among the children of all classes. In fact, a recent survey reveals that 47 percent of the activities of Exchange clubs is of direct benefit to the school children.

Exchange clubs in all parts of the country have given unlimited assistance to the schools and school children in the provision of needs which are not offered by the school system itself. For the sake of classification, we are endeavoring to assist the schools in attending to the physical needs of the children, supporting the school in extra-curriculum educational activities, patriotic and civic affairs, and recreational and social programs. We have even built a schoolhouse and provided equipment of various kinds for many others.

Physical and individual needs—It is practically impossible for many of our school systems to provide, without assistance from philanthropic organizations, all of the physical attention required by the individual needs of the children. Exchange clubs have freely assisted in this work by such activities as instituting free clinics and dental service; furnishing glasses for indigent children; providing transportation for crippled children; assisting crippled children in obtaining artificial limbs; and providing milk for undernourished children and day nurseries. Some clubs supply milk to the children in tuberculosis camps; some support summer camps and open-air camps; others support the Sunshine school and departments for backward children; while still others give attention to sub-normal boys in school and assist them in obtaining jobs.

Their activities vary from promoting police protection of the children; providing food and clothing for poor school children; overseeing welfare work in schools for delinquent boys; supporting orphanages and maintaining nurseries; assisting in financing the employment of school nurses; and sponsoring nutrition classes in the public schools; to paying the funeral expenses of a poor school child.

Each year thousands of underprivileged children are given gay outings—with every moment crowded with fun, excitement, and good things to eat. The annual Sunshine Special picnic is staged by Exchange clubs throughout the United States on the first Tuesday of August. On this day Exchangites drop business and profession and devote the entire day to carrying out well-laid plans for making it a day of happiness for the little ones. This is a National Exchange Club objective.

Educational assistance—In many instances Exchange clubs have cooperated with the schools by offering scholarships, as well as many money prizes, to honor students. One of our clubs gives a prize to the best athlete in the graduating class. Another has erected a bronze tablet in the high school on which is inscribed each year the name of the graduating student who has done the most for the school. Among other activities, Exchange clubs have assisted worthy girls in completing their education; sent students to college; made loans to college students; assisted military academies; provided books for school libraries; promoted safety work in schools; fostered training schools for girls; assisted boys and girls in county clubs; sponsored school bands and orchestras, furnishing instruments and uniforms. One of our clubs sent its high-school orchestra to a musical contest and another sponsored its high-school band in the national high-school band contest. Some clubs are doing institutional and vocational work for boys, others are aiding the federation farm boys and fostering home-town chautauquas.

One club is lending a helping hand to needy but deserving girls, between 13 and 18 years of age, by providing both financial and advisory aid that permits them to acquire an education that will enable them to overcome squalid environment and take their places in the business and professional world. After the girls have completed their education, the club members help them to locate good jobs.

Recreational aids—Many Exchange clubs have assisted the schools in their recreational programs in such ways as financing school sports, purchasing athletic and playground equipment, erecting stadiums, providing swimming pools and baseball fields. One club erected a splendid amphitheatre for the Boy Scouts in their camp. Innumerable clubs sponsor community Christmas trees and holiday festivals, as well as provide huge baskets of food and toys to needy families at Christmas and Thanksgiving time; develop community bathing beaches for the children; back playground movements; assist in sending high-school athletic teams to state and national tournaments; provide skating rinks; and assist local athletic leagues.

Some have sponsored birdhouse competitions, supplying the prizes. Some support lake vacation camps and make awards for acts of heroism in the community, while many clubs are sponsoring troops of Boy Scouts, Girl Scouts, and Camp Fire Girls. Building cabins and furnishing equipment for these organizations are popular activities with Exchange clubs.

Patriotic efforts—Exchange is interested in the perpetuation of patriotic ideals, and has given assistance to the schools in offering prizes for patriotic essays and to winners of oratorical contests. Some clubs have assumed leadership in campaigns for the proper display of the United States flag.

A World War veterans' memorial for the inspiration of the school children and citizens of the community was dedicated by one club in its city park.

In the membership roster of Exchange clubs there are countless public school officials and leaders in the boys' work movements of various types. In view of this fact, it is quite natural that the clubs support the vitally important enterprises to which these leaders are devoted.

Junior Exchange clubs—The Junior Exchange Club movement, which offers an unlimited opportunity for the practical and wholesome development of the leaders of the country's youth—the boys of high-school age—under careful and organized guidance, has aroused the interest and stirred the enthusiasm of Exchange clubs throughout the country. A number of Junior organizations have been formed by Exchange clubs in their local high schools.

The purposes of the Junior Exchange Club are to stimulate closer fellowship between club members, students, teachers, and members of the sponsoring Exchange club; to encourage a higher quality of citizenship in school, city, state, and nation; to develop a finer appreciation among young men for the principles of "Unity for Service," as applied by successful business and professional men; to assist in training and developing the capacity of the individual member for responsibility and enable him to more intelligently equip himself for his vocation of life.

The Junior Exchange Club is composed of the leaders in the various school activities. By virtue of their selective membership and rigid scholarship requirements, these Junior clubs have markedly stimulated scholastic endeavor and have placed a high value upon membership in the organization. An outstanding feature of the Junior Exchange Club is that, by friendly and educational contact with the business and professional leaders of the community, the boys are given first-hand information and experience with civic and commercial affairs. In this manner each boy can better prepare himself for his chosen vocation before graduating from high school.

For these reasons, and because of the manifested interest and endorsement of school authorities and the senior Exchange clubs sponsoring them, the Junior Exchange clubs have amply justified their existence.

IN ADDITION to his duties as organizer and administrator of his school, and as supervisor of the instruction therein, it will be necessary for the principal to act as coordinator of his school with the community he serves.—William John Cooper, Chapter I.

KIWANIS CLUBS PROMOTE CHILD WELFARE

FRED C. W. PARKER

Secretary, Kiwanis International, Chicago, Illinois

WHILE Kiwanis International does not have a definite objective dealing with elementary school work, there are many of the nearly 1,900 Kiwanis clubs in work of the type which benefits and assists the regular elementary school pupils. These individual club objectives are in most cases related to boys' and girls' work and service to under-privileged children.

There are clubs which have arranged ways and means for transporting crippled children to and from elementary schools. Many clubs have regularly scheduled meetings and luncheons at which elementary school teachers and principals are the honored guests. This practise, of course, makes for a closer and more sympathetic relationship between the citizens and educators.

Christmas, Hallowe'en, and other parties are often arranged by Kiwanis clubs and in some cases are regularly scheduled annual events. Some clubs engage in such activities as taking small children of elementary school age to circuses and arranging for various picnics and other diversions. In almost all cases, however, the Kiwanis club activities are designed to cooperate with existing agencies.

Kiwanis clubs maintain many contacts with the home, sponsoring "back-to-school" movements, spelling and oratorical contests, informing parents as well as pupils of the necessity of continuing education. Kiwanis clubs have worked with welfare nurses, have sponsored physical examinations of children, and have arranged orthopedic, dental, and general clinics.

Kiwanis clubs work with parent-teacher associations, in many cases having Kiwanis representatives at all such meetings. Kiwanis oftentimes takes the leadership in solution of both parents' and teachers' problems, making possible complete cooperation.

Kiwanis clubs have worked with community centers, have organized, sponsored, and maintained Boy Scout and Girl Scout organizations, have helped in all phases of library work, and have not restricted their activities to cities, but have gone into the surrounding rural communities, cooperating, assisting, and guiding existing organizations. Many Kiwanis clubs are actively working with 4-H clubs in rural sections and this work reaches many of the children in the elementary grades. This phase of work is included under the objective of our organization to develop mutual understanding between farmers and city people.

Kiwanis has done especially good work in promoting better citizenship by campaigns to get-out-the-vote, and have interested children in betterment through celebration of Constitution Week each year, clean-up campaigns, safety campaigns, and other activities in

which the services of children are enlisted have proven an effective way in which to educate children of varying ages in these phases of modern life.

Kiwanis clubs have in no cases sought to dictate to educators or school boards any policies or practises, but have cooperated and have, through organized committee work, conducted campaigns of community education which have proven of tremendous value both in Canada and the United States.

There is in the Kiwanis organization an international committee on the under-privileged child. Each of the 29 districts of Kiwanis in the United States and Canada has such a committee, and in turn every local club has a committee. The broad plans of the international committee can be adapted to the districts, and the international and district plans can be localized in the Kiwanis city clubs.

The committee on the under-privileged child is interested in children who are handicapped mentally, morally, physically, or financially. This activity offers a very wide and a very popular field of member activity. A recital of individual club activities in under-privileged child work would prove a most enlightening proof of what service clubs can do if properly guided and encouraged. Conditions vary in so many communities that the scope of the under-privileged child work covers just about every phase imaginable. Physical needs are cared for, disabilities corrected, development is secured along mental and moral lines, and many clubs have seen fit to take care of the developments of children along all of these lines, when financial facilities have not been available elsewhere. Work with the under-privileged child is by far one of the most important and most popular of all Kiwanis objectives.

Results of Kiwanis participation in educational work seemingly has its largest result in the creating of continued and sometimes renewed interest in the great problems concerning education of the American child. It is felt that if the members of the Kiwanis club can, through personal activity and service, come to more thoroughly understand educational problems, both from the parents' as well as the pupils' standpoint, that a great work has been done. Inspiration of Kiwanians as individuals and through the clubs as organized groups of individuals permeates throughout a community. It is observed that in communities where Kiwanis clubs take active part in anything pertaining to education that the people of the community as a whole are more interested and more receptive to new and improved methods and procedures.

Kiwanis in educational work at all times seeks to assist rather than dominate any situation and promotes sound public opinion through education and inspiration instead of creating a policy.

LIONS CLUBS COOPERATE WITH SCHOOLS

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ESSENTIALLY a service organization, Lions clubs afford opportunities for constructive work along educational lines, through cooperation with the school principal. Already much work along these lines is under way in the 2600 communities where there are Lions clubs, and the instances cited in this article are from actual activities carried on by the Lions clubs in the communities named.

The activities program of Lions International is divided into two classes, known as major and local activities. The major activities, those which were designed to prove of worth to almost any community, large or small, may be classified under the following headings: (1) blind, (2) boys' and girls' work (under-privileged children), (3) citizenship, (4) civic improvements, (5) community betterment, (6) education of youth (including *Moral Code for Youth* and *Studies in Conduct*), (7) health and welfare, and (8) safety. The local activities are those designed for adaptation to local programs and local conditions.

Two provisions of the *Objects* of the Lions association obligate the members, "To promote the theory and practise of the principles of good government and good citizenship," and "To take an active interest in the civic, commercial, social, and moral welfare of the community." In the practical application of these objects, Lions take the lead in community betterment from every point of view. Lions believe that good citizenship, good government, and general community welfare can best be insured by the proper training of our youthful citizens, and in cooperation with the principal, the Lions can do much for your community through your schools.

As one of the major activities, the "education of youth" includes the placing of the *Moral Code for Youth* in every schoolroom in the community. More than 40,000 of these Codes adorn the walls of as many schoolrooms, contributing their bit to the teaching lessons of character outlined in the three character education textbooks *Studies in Conduct*. In this series, Book One is for third and fourth grades, Book Two for fifth and sixth grades, and Book Three for seventh and eighth grades.

Numerous clubs have placed copies of the *Moral Code* in all schoolrooms in the counties in which they are located, the North Wilkesboro, North Carolina, club leading with 425 copies framed and presented to the schools.

Safety, as another of the major activities of Lions International, is being carried on in some manner or other in more than 85 per-

cent of the clubs. The first and foremost way is the presentation to school children of "safety book covers," carrying messages and suggestions for safety, applying not only on the streets but in the homes as well. More than 500,000 of these covers have already been distributed by Lions clubs throughout the country.

The formation of schoolboy patrols, for the protection of school children in crossing streets where there is danger of accidents, is another phase of this activity. Through the cooperation with the schools, the patrol is formed upon recommendations from the principal, members are presented with Sam Brown belts, as distinctive badges of their rank, and carry on the work of protecting their fellow students.

Citizenship classes have been promoted by Lions in various cities of the country. In Fort Wayne, Indiana, the Lions club has been especially active along this line. Recent information indicates that since the inauguration of this plan by the club, more than one thousand have been graduated from the classes, as qualified for citizenship.

Support of athletics is another phase of community life in which Lions play an important part, in some instances purchasing uniforms, and equipment for baseball, football, or basketball teams, and supporting them by attending games and promoting the spirit of sportsmanship. One club in California purchased blankets for the high-school football team. A club in Alabama put the football gridiron in first-class condition, enabling the team to promote athletic contests in their own community.

Some of the other things which Lions clubs are doing to assist the school principal in meeting local problems are: beautifying the grounds, improving athletic fields, installing safety chutes, and presentation of pianos or radios to classrooms. In an Oklahoma club, the members acted as "Big Brothers" to boys paroled by the Juvenile Court.

In Paris, Kentucky, the Lions, after obtaining from the principal a list of the boys who had left school before completing their work, called upon those boys and urged them to return to school. Many of them have already returned to school through the efforts of the club.

In almost every school there is the under-privileged and under-nourished child. Lions have come to the front in thousands of schools by furnishing milk, hot lunches, and other necessities to those unfortunate children, thereby restoring and maintaining their physical condition. In Meridian, Mississippi, the Lions furnished more than 400 quarts of milk each week to the school.

There are in school many children who are unable to concentrate because of defective vision, poor teeth, or other physical disability.

Eye and dental clinics have been formed; in many instances, a small room in the school building being fitted with proper equipment, where the work of correcting the vision or caring for the teeth is carried on. The work of such clinics has been directly responsible in preventing blindness in many cases.

A school band is an asset to any community, and through efforts of Lions clubs, many of these are now functioning in all parts of the country. In some cases the Lions have furnished the instruments and paid for the instruction by a competent leader. Other clubs have made possible the purchase of the instruments, allowing the members of the band the privilege of making small payments thereon, and becoming the owners of the various instruments used.

In the small farming community, the promotion of the 4-H club work of the United States Department of Agriculture has been pushed by Lions, along with such activities as the Pig and Calf clubs among farm boys and girls.

Wherever there is a Lions club, the writer urges the principal to consider a program wherein that club can be most helpful to the school. Teachers should consult with the officers as to best methods of procedure, and solicit their cooperation in any way in which they can be of assistance. You will be surprised at the whole-hearted support and cooperation given by these men, each of whom is vitally interested in the progress of the school and the community in which he lives.

In the event some activity is considered on which your Lions club seems not to have information at the time, there is always a wealth of material available at the International Office, through the cooperation of the 2600 clubs forming this association.

THE FIRST JOB of any principal, consciously or unconsciously, is to analyze his community. This statement is true everywhere, for it is a cardinal principle of educational theory that the school should fit the program to the nature and needs of its particular children and community. Even in large cities, these factors vary with the differences in types of discipline to expect, methods to be employed, content to be presented, problems to be solved, and standards to be attained.—Douglas B. Miller, Chapter III.

BOYS WORK PROGRAM OF OPTIMIST CLUBS

CHARLES M. CHAPMAN

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ANY AGENCY which aims to provide the youth with opportunities for wholesome companionship with adults and with training under this environment for development of character, physique, loyalty to parents and country, devotion to school and work, respect for order, and development of ambition, should very definitely contribute to a better elementary educational program. The extent of such benefits naturally will depend upon how well these aims are carried out.

Optimist International has adopted as its slogan "Friend of the Boy." The principles above enunciated are taken from the official handbook on boys work as adopted by Optimist International. In recent years the various member clubs have, almost without exception, made boys work their major interest. The work has largely been carried on in one or more of the following phases:

1. Junior Optimist Clubs
2. The Optimist Uncle movement
3. Work with boys cooperating with existing social agencies.

During the past year Optimist clubs throughout the United States and Canada made vital and, we believe, far-reaching contacts with approximately fourteen thousand boys and invested over \$53,000 of Optimist club funds in boys work activities. It will not be possible in this brief article to give any detailed discussion of these activities. We must be content to sketch briefly the nature of the work and, if possible, present some tangible evidence that the results show conclusively a real contribution in the education and training of boys. Over ninety Junior Optimist clubs are now chartered by Optimist International and are carrying out a program largely as developed by the Boys Work Council. In some communities the membership in these clubs is recruited from under-privileged boys. The schools, juvenile officers, and social agencies have all cooperated to suggest boys who need such club contact. The local Optimist club has provided the leadership and the program. The boys are given definite responsibilities in conducting the affairs of the club. Their own officers conduct the meetings and take part in the programs. Gymnasium activities, swimming and track events, baseball and basketball, and other athletic events, are provided in addition to the regular business meetings and programs. In the programs themselves, debates, current events, training in parliamentary procedures, musical numbers, and similar activities find a prominent place. The sole aim in the activities is to provide a wholesome outlet for boy energy and in so doing encourage the development of sound citizen-

ship. In one city the leader of boys work for the local Optimist club organized a club consisting entirely of fatherless boys. On Charter night nineteen boys, nineteen mothers, and nineteen Senior Optimist Uncles sat down to an Optimist banquet together. Needless to say this Junior club has become a very vital force in the lives of these boys and is warmly supported by each of their mothers.

In other communities the Junior Optimist membership is recruited from natural grouping of boys. It is a well-known fact that gang spirit predominates in boy life. Many Junior Optimist clubs have been built around such gangs. For instance, one adult Optimist club is developing two so-called gangs in their two Junior Optimist clubs. The clubs meet once a week and each meeting is attended by two members of the local Optimist club which also hires the director to assist the boys in their work. No one runs the club for the boys, they do this themselves. The boys who, a few years ago, had no place to play but in the streets are now conducting their meetings in parliamentary fashion and are making rapid progress in all sorts of subjects interesting to boys.

In one city Junior Optimist clubs are meeting in the various social centers of the city which are the public school buildings. There is at least one Junior Optimist club in every school. The school principals are enthusiastic over the movement and in several instances have made definite requests that clubs be organized in their schools.

Individual work with the boys is being carried out by Optimist International in many clubs by the use of the Optimist Uncle plan. An Optimist Uncle is one who has shown his interest in the Optimist Boys Work program by pledging himself to give at least one hour a week, in a friendly way, to some boy. He wins the confidence of his boy by showing a kindly interest in him. He sends him a birthday card, a remembrance at Christmas, becomes familiar with his school work and encourages him to improve in his scholastic activities. He encourages him, if the boy is earning, to start a saving account, visits him if he is ill, goes to ball games with him, and in fact enters whole-heartedly into his life, thereby winning his love and friendship.

Another phase of the same movement is known as the Big Brother plan. In several communities the local Optimist clubs are cooperating with the Big Brother and Big Sister Federation in that very commendable work.

Work with boys through existing social agencies is carried on in many communities with a marked degree of success. This plan has the decided advantage of furnishing trained leadership in boys work. Cooperation with the Boy Scouts, the Y. M. C. A., local church organizations, the schools, the Big Brother movement, and other or-

ganizations by Optimist clubs in those communities is quite general and the results exceedingly beneficial.

Fourteen Optimist clubs in a certain state have combined their efforts to provide a home for sixty boys, most of whom are court wards. Another club in a large city is providing a boys farm to take care of homeless and orphan boys in the community. One Optimist club at the request of the school principal has organized a Junior Optimist club for the deaf boys who attend that school. The club leader has awakened the latent abilities of those unfortunate boys to such an extent that today, instead of being pitied, they are being envied by normal hearing boys for their excellence and skill in diabolo contests and other activities. This year a deaf boy actually won the oratorical contest in his district. In another city the local Optimist club has spent considerable time and effort in organizing a Junior Optimist club among the Italian boys in the toughest section of the city. At first the task appeared hopeless. Today those boys are carrying on an orderly program and those who know conditions best agree that the general tone of the behavior of these boys has improved 100 percent.

Jim, a member of Junior Optimist club, not long ago fell into temptation and robbed his part-time employer of small sums of money. Instead of carrying the matter to the police department the employer came to the leader of boys work of the local Optimist club. In an effort to straighten out the situation the leader called into conference Jim and his Optimist Uncle. Jim's record in the club's activities had been excellent. He had won two bars of his optimist merit badge and was in line for the final bar entitling him to the highest honor that can be bestowed on a Junior Optimist which is the title of "Statesman Junior Optimist." The leader talked long and earnestly to the boy about his wrongdoing and the possibility of making restoration of the stolen money but, apparently, without much success. Finally in despair the leader turned to the boy and ordered him to surrender his Junior Optimist badge to his Optimist Uncle and report once a week to this Uncle until he had earned sufficient money to repay the debt. He was informed that when his subsequent behavior merited it, his badge would be returned to him. The leader then picked up his hat to leave, feeling that the conference had not been particularly successful. After Jim had left, the Optimist Uncle said to the leader: "Did you notice the tears in that boy's eyes when you ordered him to surrender his badge? Nothing else you said seemed to hit him as hard as that brief sentence." The debt has been paid and the incident forgotten. Jim has his badge back and today is an outstanding leader for his club and is attending high school regularly.

In another city special effort has been made to create in each member of the Junior Optimist club the spirit of service to others. In that city the local Optimist club is linked up with the junior vocational school where mentally handicapped boys are given vocational training. Every Friday noon Junior and Senior Optimists join together in a vocational guidance course. The Juniors provide the majority of the program while the Seniors provide vocational guidance talks. Juniors are given an opportunity to earn their way to camp and assist in raising money for delicate members unable to earn for themselves. The Juniors also often provide talent for Senior noonday luncheons and with the assistance of the Senior club provide for the inmates of institutions and reformatories as well as work with churches and lodges in an effort to raise money to help the unemployed. Thousands of old shoes are collected and repaired in the shoe repairing department by the boys who are working in "Business with the Optimist Club" to provide shoes for the needy of the city. In the tailoring department old clothes are cleaned, repaired, and pressed to be used in a similar way. This year an appeal was broadcast throughout the city for old toys to be repaired. These were collected by the Optimist club, repaired by the boys, and will gladden the hearts of hundreds of poor children.

Perhaps the whole field of boys work, as sponsored by the member clubs of Optimist International, can best be shown by reproducing here a table of the official publication known as *Optimist Ventures as Friend of the Boy*. Table 1 is the result of a survey of boys work for the year 1930 as compiled by the Boys Work Council of Optimist International.

TABLE 1—OPTIMIST ACTIVITIES WITH BOYS IN 1930

Activity	Number of Senior Clubs Sponsoring
Junior Optimist clubs—(2340 boys in 84 Junior clubs) -----	45
Uncle plan -----	22
Big Brother -----	12
Boy Scouts -----	18
Camps -----	24
Christmas activities -----	14
Clubs, miscellaneous -----	4
Education -----	8
Employment -----	8
Entertainment programs -----	9
Equipment for camps, playgrounds, and institutions -----	11
Homes and farms -----	24
Juvenile Court -----	15
Medical, surgical, dental, and hospital care -----	6
Musical organizations -----	6
Savings and thrift accounts -----	2
Sports, track meets, hobby shows, field days -----	8
Y. M. C. A. -----	21

In concluding this article we wish to quote from leaders of boys, not members of the Optimist club, who are familiar with the work that Optimist clubs are carrying on. One leader writes as follows:

In my opinion one of the best features of the Optimist Club is that it cooperates with the school in teaching the boys to stand before their classmates or before an audience and express themselves with some degree of accuracy. The oratorical contest and regular procedure of the meetings directly contribute toward this end. I was talking to the father of one of the boys in our club last week, and he told me that he was glad that his boy had joined the club for it seemed to make a change in his boy. He said the boy was more alert to happenings of the day and did a great deal more reading. Mr. ———, director of the social center where we meet, remarked last year that he found it much easier to discipline some of the boys since they joined the club.

Another leader writes as follows:

There have been many boys in our clubs that were so timid when they first joined the clubs that their case seemed hopeless. I wondered how their teachers could ever get them to express themselves. A private talk helped some of them, but for the most part the process was rather slow. The boys came to the meetings and listened to others, but finally the friendship that developed in the club seemed to warm their hearts and to give them courage, and now they are pretty much at home in the club. I have noted that boys, particularly the secretaries of these clubs, benefit materially in spelling through their club contacts. It goes without saying that the Junior Optimist members are usually the best behaved boys in the school. At the end of our business meeting we have a fifteen-minute discussion on current events. It is surprising how many topics are brought up and discussed during this short period.

Another leader writes:

The organization gives the boys an opportunity to make contacts with men in the business world which they could not get otherwise. It develops the personality and character of the boys. The club serves as a balancing factor to take up that surplus energy that every boy has, directing it along the right channel. May I present an example that I know of personally? Joe was a boy who was constantly troubling his parents, his principal, and the neighborhood. He finally became interested in the Junior Optimist Club. He became an active member, served on committees and represented the club in athletics and as an orator. His teachers have remarked "It certainly has changed him since he joined the Junior Optimist Club."

Another leader writes as follows:

George was about eleven years old. He always seemed to have good intentions but was constantly getting into trouble at school and elsewhere. One night at the social center he and some of his friends were attending the club meeting and later got into trouble and mischief in the school building. They were caught and expelled from the social center for the rest of the year. All of George's teachers accused him of being troublesome and disorderly at school. This year George came back to the Junior Optimist Club and asked for readmittance. He stated that he had missed the enjoyment that the rest of the members who were orderly had, and that he would not cause any further trouble. He was readmitted and has shown himself to be capable and one of the most loyal and trustworthy members of the club and at school.

Another boy, William, had a very uncontrollable temper and would become furiously angry at the least provocation. In games he was a very hard loser and a poor sport. The rest of the boys got together and decided that they would try to help him. He was often reminded of that part of the Optimist Creed which says: "Promise yourself to be so strong that nothing can disturb your peace of mind." The boys have succeeded in helping William cure himself of this fault. After our games on Saturday mornings and at club meetings he now comes off the field smiling, although many times the loser.

To definitely measure the results of any work of a social nature is difficult, if not impossible. No social worker lays claim to a 100 percent success in creating good citizens out of the material with which he works. Optimist International is justly proud of its record in the field of boys work and is continually studying its possibilities to improve the standards which so far have been set up. In carrying on this work we hope and believe that the organization has made some contribution in the field of education.

COMMUNITY AFFILIATION permits the principal to influence the policies of the various organizations and movements. He is able to keep the organizations informed as to the changing trends and newer philosophies in the field of education and to encourage such bodies to adjust their energies accordingly. He is also in a position to secure various aids and assistance for the school to supplement the educational program in caring for the welfare of the children. By allowing the school children to participate in certain desirable community projects the school is able to teach good citizenship and make them "community conscious."—Arnold C. Gregory, Chapter III.

ROTARY CLUBS HELP ELEMENTARY SCHOOLS¹

PHILIP LOVEJOY

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THE NAME Rotary International signifies that the organization exists in more than one country. At the present time there are nearly 3,500 Rotary clubs located in more than seventy countries. When we consider the topic of how Rotary clubs can cooperate with elementary school work, we can state general principles applicable anywhere and then consider certain specific applications to elementary education in the United States.

Almost any school executive is familiar with the Rotary organization. It is the oldest of the service clubs, having been established in 1905. It differs from other service clubs in that it has stoutly maintained a special classification principle throughout the twenty-six years of its existence. Only one individual from each business or profession is accepted as a member in a Rotary club. Under certain circumstances, an additional member from the same business or concern may be accepted. The main reason for strict adherence to this principle of classification is that the founder of the movement and his confreres saw the wisdom in developing an organization which would be a true cross-section of the business and professional life of any particular community.

In 1911 Arthur Frederick Sheldon of Chicago was using the phrase, "He profits most who serves best." About the same time, the Rotary Club of Minneapolis was talking about "Service above self." These two, while not officially adopted as the motto or slogan of the organization, have come to epitomize the principal reasons for its existence. To clarify the principles for which Rotary stands, six concrete, briefly stated objects have been adopted during its history. These relate to the encouragement and fostering of the ideal of service in personal, business, community, and international life.

Being an organization devoted to the propagation of the ideal of service, it has been necessary to have certain basic principles and policies concerning the attitude of the organization as a whole toward the multitudinous community problems certain to attract its attention. In 1923 a resolution defining this policy was adopted by delegates assembled at the annual convention. Because this is so pertinent to the topic at hand, certain paragraphs must be reprinted.

In carrying out the objects of Rotary, many clubs have developed various community service activities as affording opportunity for service by their members.

¹This article represents the personal opinion of the author and is not to be construed as a statement of obligation approved by the Board of Directors of the Rotary International or its component committees.

Fundamentally, Rotary is a philosophy of life that undertakes to reconcile the ever present conflict between the desire to profit for oneself, and the duty and consequent impulse to serve others.

Primarily, a Rotary club is a group of representative business and professional men who have accepted this Rotary philosophy of service, first, to study collectively the theory of service as the true basis of success and happiness in business and in life; and second, to give collectively practical demonstrations of it to themselves and their community; and third, each as an individual to translate its theory into practise in his business and everyday life; and fourth, individually and collectively, by active precept and examples, to stimulate acceptance both in theory and practise by all citizens.

Because he who serves must act, Rotary is not merely a state of mind, nor is Rotary philosophy merely subjective. It must translate itself into objective activity, and the individual Rotarian and the Rotary club must put the theory of service into practise.

Each individual Rotary club has absolute autonomy in the selection of such community service activities as appeal to it and as are suited to its community. Although regulations are not prescribed for an individual Rotary club in the selection of these activities, the following rules are suggested for guidance:

- (a) Because of the limited membership of Rotary, only in a community where there is no adequate civic or other organization in the position to speak and act for the whole community, should a Rotary club engage in a general community service activity that requires for its success the active support of the entire citizenship of the community.
- (b) As a general thing, no Rotary club should endorse any project no matter how meritorious unless the club is prepared and willing to assume all or part of the responsibility for the accomplishment of that which it endorses.
- (c) A Rotary club seeks neither publicity nor credit for itself, but only an opportunity to serve.
- (d) A Rotary club avoids duplication of effort.
- (e) A Rotary club cooperates with existing agencies and when necessary creates new agencies where the facilities of the existing agencies are insufficient to accomplish its purpose. It is better for a Rotary club to improve an existing agency than to create a new and duplicate agency.
- (f) *In all its activity, a Rotary club acts best and is most successful as a propagandist. A Rotary club discovers a need, but, where the responsibility is that of the entire community, does not seek alone to remedy it, but to awaken others to the necessity of remedy, seeking to arouse the community to its responsibilities so that the responsibility may be placed not on Rotary alone, but on the entire community where it belongs; and while Rotary may initiate and lead in the work, it should endeavor to secure the cooperation of all other organizations that ought to be interested.*
- (g) Activities which enlist the individual effort of all Rotarians generally are more in accord with the genius of Rotary than those requiring only the mass action of the club.

It should be understood, therefore, at the outset that Rotary does not exist primarily to solve social problems single-handed. Neither does it exist to underwrite continuously the financial costs of any particular activity. It does desire, however, to assume its full share in the alleviation of social and economic suffering.

It is to be noted from the statement of policy that Rotary acts best as a propagandist. It desires to arouse public opinion to need; desires to strengthen existing agencies; desires to cooperate with schools, community unions, and all other existing agencies to see that the community of which it is a part achieves that degree of progress to which it is rightfully entitled. The need must be satisfied.

Now specifically, just how may a Rotary club enhance the work of the elementary school? Let us consider first the teacher. Rotarians can see that teachers secure adequate and satisfactory living accommodations. Frequently in small communities the problem of board and room has been most serious for many teachers. Rotarians as prominent citizens of a community can help very materially in solving this problem. Either homes must be thrown open or steps taken to construct teacherages which will provide economical domiciles.

As a club, an annual welcome to the teachers may be made an official part of the early activities of the fiscal year. Frequently new teachers have come to town. They may have no friends; they appraise the hospitality of the community by the reception accorded them during their first few weeks on the new job. Having once welcomed the teachers in a friendly and hospitable manner, it behooves Rotarians to take their part in helping the teachers to develop worthwhile and continuing friendships within the community. In other words, Rotarians and their wives should take a prominent part in seeing that teachers are surrounded with social advantages that will make them active and integral residents of the community rather than to be regarded merely as transients.

Another thing that Rotarians can do for teachers is to advise them at any and all times on financial and business matters. Many a teacher has desired some such advice, but did not know to whom to go. Where the principal or superintendent is a member of the Rotary club, he will have immediate connections with business men whereby the teachers can obtain the advice which they seek. Where this is not the case, the president of a Rotary club can call attention of the school executives to the fact that within the club's membership are many prominent and successful business men who stand ready to help the teachers with the problems in question.

Rotarians and their wives, being actively and vitally interested in the problems of the community, can help teachers considerably by joining the parent-teacher association. Not only should they join, but they should make it a point to attend each and every meeting of the association. Probably they should go one step further and take an active part in its program. In this way teachers will feel that leading citizens at least are vitally interested in the problems of the schools.

Let us next consider the problem of the pupils. What can Rotarians or Rotary clubs do for pupils within school? In the first place, they

can assist in any way possible to permit pupils to commence and continue their education. This may mean inaugurating hot lunches, providing some means whereby children may have free textbooks, assisting certain indigent pupils to have clothing and shoes. It may mean providing transportation. Of course, such measures may be considered as more or less temporary, but oftentimes very necessary. While these are things that should be performed by the community as a whole, yet initial steps frequently have to be taken to inaugurate new movements. The principal may rightly look to the Rotary club as a unit or its individual members to assist in this work.

Many school executives and teachers are already familiar with crippled children's clinics. Rotarians have performed yeoman service in many communities in this special field. This work is in line with the statements made above concerning efforts to assist pupils to commence and continue their schooling. Many crippled children have remained at home for months and even years until discovered by Rotarians who took them to a clinic, had their case diagnosed, and then followed through on the remedial work. Because of the enormous cost involved, Rotary clubs have in many instances sponsored legislation which threw the financial burden of maintaining special education for crippled children back upon the state, where it rightfully belongs.

Infrequently a principal may discover that one of his pupils needs glasses in order that he may be able to read his texts. Because of temporary straitened circumstances, the parents of the pupil are not in a position to buy these glasses, and here again the Rotarian may step in and help in a most material way. Rotary clubs may perform valuable service by initiating periodic health clinics where same are not already provided. Naturally, they will interest themselves in the after-clinic follow throughs until this work has been placed on a sound footing.

It may not be correct to suggest that Rotarians can help elementary pupils with problems of vocational guidance, but it has not yet been proved that attention should not be given to this subject in the elementary school. Very frequently aptitudes for special work are shown early in life, and the friendly guidance of sympathetic adults is most acceptable even during this period of life. Special scholarships can be established which will develop pupil's aptitudes.

Several Rotary clubs have assisted students to a finer and higher type of participation in the affairs of their schools by sponsoring the development of school codes of ethics. Not infrequently Rotarians or their wives have visited elementary schools and participated in auditorium programs, thereby giving pupils points of view which otherwise they might not obtain.

Again, Rotary clubs may sponsor special awards for meritorious social or scholastic service. Some Rotary clubs invite boys and sometimes girls of elementary age to visit regular club meetings. The benefits are reciprocal.

Outside of school, Rotarians can help in many ways. Of course, the first and foremost way to help is to be exemplary parents vitally interested in the progress of their own children in educational matters inside and outside of their own home. There is the continued work of rehabilitating the crippled child—his braces may need to be adjusted, maybe new braces must be provided. Continued and watchful care of these details is of considerable importance.

There is the problem of family adjustment. If any boy or girl comes from a family which, though well-meaning, does not really understand him, this problem of adjustment is vital, but precarious. However, a tactful Rotarian or his wife may be most useful in the solution of such a delicate matter.

Once upon a time, a boy approached the writer with this statement: "You adults tell us what we *can't* do. Why don't you tell us sometime what we *can* do?" This leads to the mention of Rotarians sponsoring worthy leisure-time activities for elementary school pupils. Every kind of breeder of juvenile delinquency should be removed from the community. It may be necessary to survey the entire city to ascertain just exactly what its youth problems are. Rotarians in conjunction with other service clubs, both for men and women, can provide a real service in undertaking such a survey. The results of the one made in Salt Lake City have been recorded in a booklet entitled *The Boys and Girls of Salt Lake City*,¹ and this report will serve as a very adequate example of what can be done to help youngsters even of elementary school age to live in an environment that is more conducive to their merited development.

Manifestly, after such a survey has been made, many Rotarians or their wives will see the need of volunteering as leaders in troops of Boy Scouts or Girl Scouts or Campfire Girls. It seems merely natural that the principal of a school should turn to this type of citizen as the one who is best fitted to assume leadership of these worthwhile organizations. Rotarians and their wives may be very valuable as big brothers or big sisters—sometimes in cases of delinquents, sometimes in cases of broken homes.

The other day I read about the Rotary Club of Bergen, Norway, which had made a survey of the needs of the community, and as a result established a mountain camp for the children of mothers who were working. This was done so that the children would not have to be on the streets. A trained nurse was provided for them, as well as all the necessary adjuncts of a successful camp.

¹Published by University of Utah, Salt Lake City, Utah.

Some mention was made of vocational guidance to elementary pupils within school, and naturally outside of the school there arise many opportunities whereby this guidance may be continued in a most practical way. Rotarians can very profitably spend an hour a week by having some boy or girl visit their office or business concern, studying first-hand the processes of manufacture or administration.

Doubtless there are many other ways in which Rotarians may assist pupils both in and out of school, but the above will suffice to show the type of work that can be done. There remains one further consideration for use at this time, and that is certain general results which may emanate from contact of Rotarians with the educational leaders of the community. In a material way, libraries may be developed; books secured; certain essential equipment purchased or donated. (In many cases Rotarians have certain articles in their homes for which they no longer have any use, but which would be of very material assistance to certain teachers. I recall the instance of a kindergarten teacher who very much desired to have an electric iron, but who stated that the board of education did not have money enough to buy such equipment for her use). But far more important is the moral backing provided by Rotarians and their families.

Rotarians are in a strategic position to assist in interpreting the schools to the public. The principal and teachers, by means of parent-teacher meetings, faculty meetings, and indeed actual participation in the meetings of the Rotary club itself, can present to the Rotarians considerable detailed information concerning the basic principles and needs of modern education. Rotarians in turn are in a position to present this information to the community at large. In this way favorable public opinion toward the schools may be more fully established. In these days of economic stress and strain, it is particularly fitting that Rotarians should understand the financial problems of the schools. Any economy must be educational and social and not merely financial. Society has become intensely complex. It is not possible for one individual to solve social problems single-handed. Cooperation is vital. Without doubt, the principal and teachers in an elementary school are as cognizant of the social needs of the community as any group. They may rightfully look to the members of the local Rotary club for material assistance in their solution as well as moral support, ultimately securing from the community that which is so vitally essential in obtaining the perpetuity of this democracy.

The Rotary Club exists to serve others. The individual member in becoming a Rotarian accepted this principle and agreed to make it an intimate part of his life. The principal of the elementary school may rightfully expect that Rotarians will stand ready and willing to cooperate with educational institutions in order that their community shall be as fine and as beautiful as it ought to be.

PARTICIPATION OF PRINCIPALS IN WOMEN'S CLUBS

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THE QUESTION is often raised, why should the elementary school teacher or principal with an abundance of educational organizations to invite her into membership join a business and professional women's club? Your Editorial Committee has turned to me, as president of the National Federation of Business and Professional Women's Clubs, for an answer. I believe it is not hard to find. In fact the answer can be encompassed in five words: *to counteract the academic viewpoint.*

No one has greater respect for education than I. To my mind it should be taken in large and catholic doses. But just as I am convinced that the business woman sells insurance more efficiently, or attracts more customers to her store, or puts more sparkle into her advertising copy if in her off hour she indulges a fondness for golf, or music, or the theatre, so I believe the teacher profits by having a range of associations outside the educational field. Like the Phi Beta Kappa key, the academic viewpoint is a good thing to have, but it should not be in evidence on all occasions.

Persistent association with representatives of her own profession—and with almost no one else—is sure to make a teacher academically minded.

When school teaching was a matter of rote, when the three R's circumscribed it, and learning, like discipline, was enforced with the rod, the sheerly academic mind might not have been a liability. But education today has a scope as wide as the world. It runs the whole gamut of human interests. It is just as important for your daughter and mine to know the record flying time between New York and San Francisco as the percentage of payment she must make on her federal income tax. The schedule of duties on imports from Japan is of as much moment as the price of the eggs which are whisked into her morning omelet. These varied bits of knowledge cannot be found between the covers of a textbook. They are derived only from broad human contacts.

How important, then, that the modern school teacher be a many-faceted person, whose education is acquired not only in the college classroom, but in cosmopolitan association with representatives of a wide variety of fields.

When the girls of past generations were educated, it was enough that they master the art of holding a teacup gracefully, or if they were essaying a venture into business life, that they be able to keep the pages of a ledger in fine Spencerian hand. Today there is no knowing what your daughter and mine may want to be tomorrow.

Both teacups and Spencerian penmanship may be *de trop* in the fields they select. The modern girl is fully as likely to yearn to be an aviator, a civil engineer, an explorer and big game hunter, as to take refuge in prosaic occupations like bookkeeping and stenography. And the modern classroom must be ready to equip her for any one of these pursuits.

These reasons explain why the modern teacher must keep pace with every phase of modern life. She must have read the latest exploits of Ruth Nichols if she is to stimulate her pupils' interest in aviation. She must know something about foreign lands if she is to make geography interesting. She must understand international debts and the reparations question if her students are to gain real profit from their history lessons. Moreover, she must speak often the language of the girl behind the counter if she is to dramatize salesmanship successfully.

How will she accomplish all these things in the simplest way and with the least expenditure of time and effort? By keeping in touch with friends, who represent this diversified range of interests, such as those gathered together in groups at the business and professional women's club.

Up to this point I have perhaps emphasized unduly what the teacher has to gain from association with the business or professional women. Twentieth century life is reciprocal and the advantages are not all on one side. The business woman derives as much benefit from association with the educator as does the educator from contact with her.

When the National Federation of Business and Professional Women's Clubs was formed, its leaders were appreciative of this fact. They sought the assistance of a group of prominent educators to help them shape a program which would improve the status of business and professional women. The conclusion to which the two groups came, was that the prospective business woman needed a broader cultural background. Out of that decision grew the educational slogan of the Federation, "At least a high-school education for every business girl." In the thirteen years of its existence the Federation has been engaged in keeping girls in school until their secondary training was finished, those who would ordinarily have gone to work at the close of their grammar school years. More than \$300,000 in scholarship and loan funds has been expended in this work.

Intimate association between the elementary school principal and the business woman has been essential that these scholarship funds might be wisely expended and the girls selected who would profit to the greatest degree by additional training. In many instances an *entente cordiale* has been established between the school department and the local business and professional women's club, which has been mutually beneficial.

There is still another, and perhaps an even more practical advantage which the teacher may gain from her association with the business woman. Education and politics may be strange bedfellows, but they are frequent ones. The woman educator who holds an administrative position will often find the loyal backing of a business and professional group of great value when she seeks the passage of a desired piece of legislation. A case in point came to my attention not long ago. An appropriation was sought to enlarge the facilities for women students at a leading college and the legislature was apathetic. Determined to secure the needed accommodations, the dean of the university turned to the business and professional women of the state, appealing for their support. They placed their influence solidly behind him, campaigned diligently, and secured the passage of the appropriation bill.

In the membership of the National Federation of Business and Professional Women's Clubs we number many women who are outstanding in the educational field. They are firmly convinced of the advantages of association between educators and business and professional women. They believe that it affords a breadth of contact which could be had in almost no other way. Some of these women educators are the frequent and popular speakers before business and professional women's groups. Not only do these women derive great pleasure from association with a group of women whose intimate professional interests differ from their own, but sometimes contacts result which lead to the expansion and enrichment of the educational program.

Great differences can be noted between the teacher of forty years ago and the teacher of today. Most teachers who are now training young girls are preparing them for a definite career. The forthright young woman of today frequently has made up her mind, even before she leaves the elementary school, for what vocation she is fitting herself. If she has not, she is likely to turn to her school principal for vocational advice. If that principal's knowledge of business is entirely vicarious, gained from the pages of textbooks and from the kind of novels and motion pictures which so egregiously misrepresent the business life of the day, her advice will be far from sound. But if the principal is a member of a business and professional women's club, she can call upon her friends to give vocational counsel to the girls who are in her charge.

No one knows so well what the young girl who wants to be a lawyer ought to study as the woman who is herself a lawyer. No one is so well equipped to advise the prospective doctor as the woman physician. The wise educator who wants to keep pace with the practical demands imposed upon her by her pupils readily and easily makes the acquaintance of all types of occupations through the business and professional women's club.

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THE TASK of counteracting the destructive unorganized influences in the few hours of school time is a herculean one. The remarkable thing is that so large a majority of our pupils come through as well-behaved, well-meaning individuals, no doubt partly as the result of school influence. Two main avenues of avoiding the undesirable effects of the unorganized elements upon the school children lie open: first, removing the offending elements (hardly possible); second, increasing in some organized fashion the positive influences of school, not alone on the child, but on his parents and the neighborhood.—Maurice C. Lipman, Chapter III.

CHAPTER IX
SOCIAL AND WELFARE AGENCIES

THE SCHOOL AND THE SOCIAL AGENCIES
COORDINATION OF WELFARE AGENCIES
WELFARE ACTIVITIES ARE NECESSARY
A SCHOOL CHILDREN'S AID SOCIETY
UNITED EFFORTS FOR CRIPPLED CHILDREN
SCHOOL RELIEF, AN OPPORTUNITY

EDITORIAL COMMENT ON CHAPTER IX

School relief and welfare activities are treated in this chapter. Two contributions show vividly how school systems have accepted new responsibilities in child welfare during the recent economic difficulties. One article reports an aid society which is supplied with clothes largely by the school children themselves. Activities in the interest of crippled children are well-illustrated by an article on corrective work in Illinois. One very significant article in the chapter describes the efforts of a school principal to unify the welfare activities of his school districts.

It is an extremely difficult task for ordinary persons to evaluate welfare work with any degree of objectivity. The healthy and protected reader can say readily: "Why pauperize people? Why help people who are lazy, careless, or indifferent? Why apply superficial remedies when the problem demands a fundamental cure?" Such questions are pertinent in the lecture hall, the discussion circle, the board of education room, or any place where policies are being formed. But many a principal has become impatient with prolonged debate, particularly when his office is filled with children who show the marks of illness, poverty, and neglect.

We do not necessarily "equalize educational opportunities" because the records show that the same amount of money is spent upon the instruction of each child. Educators must be interested in the physical disabilities, particularly when these may be prevented or eradicated. Equal opportunity to learn depends upon the learner's ability to respond quite as much as it does upon the instructional facilities offered.

There exist, however, the potential dangers of sentimental, unsystematic, and duplicate efforts in child relief activities. The first safeguard against these dangers is the well-known common sense and stability of the modern principal. A second line of safeguards is the principles found in such publications as those of the White House Conference on Child Health and Protection. A third balance to child welfare activities is the formation, in connection with the school, of community councils made up of representatives of the religious, governmental, educational, and social groups.

At the end of this chapter will be found a selected list of references in the general field of child welfare.—*Editorial Committee.*

CHAPTER IX
SOCIAL AND WELFARE AGENCIES
THE SCHOOL AND THE SOCIAL AGENCIES

CLIFFORD S. BORDEN

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NO LONGER does the teacher or the school assume to be the sole educator of the child. They accept their place in his or her life and recognize their responsibility, acknowledging that others, the child's parents, playmates, the church, movies, chance glimpses of life, advertisements, and games are also educating the child. Not only this, but the child in each of his contacts with others, either speaking or by his actions, is also an educator. His parents, his playmates, his teacher, and his principal are being taught by him. If his education is the sum total of his reactions to stimuli, no less are our reactions to him a part of our education. We recognize, however, that certain influences affecting him are apt to be anti-social, according to our present conception of what is anti-social, and others are in favor of his growing into a so-called "social being."

Two assumptions are the basis of this article: (1) that the social agencies and the school are on the side of influences designed to help the child prepare to take his place in life with a fair chance for happiness and economic independence; and (2) that the schools and social agencies should work together assisting each other in their common objectives.

In Minneapolis the relations between schools and social agencies are established on a cooperative basis, yet much has yet to be accomplished. The Child Guidance Clinic started as a demonstration clinic financed by the Commonwealth Fund and was taken over as a department of the Minneapolis school system in 1924. The visiting teachers, attendance department, the principals, and teachers in the schools have made excellent and continuous use of the facilities of this clinic. The Young Men's Christian Association, the Young Women's Christian Association, the Boy Scouts, the Girl Scouts, the Camp Fire Girls, and other character-building organizations have found the schools welcoming them cordially to assist in the leisure-time problems of their pupils.

One thing is quite noticeable, that the principals who are not cooperating with character-building organizations in their schools are in the main not using the other social agencies in any material degree for assistance in their problems. Those who are aware of the advantages of character-building clubs to their students in a greater degree are also aware of the value in cooperating with other types of organizations.

Cooperation between schools and relief agencies in Minneapolis has consisted mainly in the schools referring families which are in need to the agencies. Of course, the one used most extensively is the Public School Child Welfare Committee which supplies clothing for needy school children through the school principals, and whose budget is provided by the Community Fund. In spite of the fact that this organization has been existing several years, only last week an assistant principal in one of our high schools inquired where he could get underwear for one of the boys in his school who needed it very badly. This certainly points out that one of the possible causes of the lack of cooperation is due to the weakness on the part of social agencies to properly advertise among school people the social facilities that are available. The reverse, however, is just as true, that school people should know where they can get assistance and what services are available from each of the different agencies.

An interesting piece of cooperation is conducted in Minneapolis between the schools and the dental clinics. Six of these clinics are provided at various convenient points, five of them in settlement houses, with specific clinical hours to give dental attention to children of families who cannot afford to pay regular dentist fees. The schools cooperate not only in sending the cases to the clinics but in assisting them to determine which families cannot afford anything but this free or semi-free dental work. Last year the six dental clinics handled 4,969 cases from 111 schools.

All junior and senior high schools take part in the Community Fund campaign, organizing within their own schools community fund organizations. All six-grade schools, or under, participate yearly in the Junior Red Cross. Many schools know of and use constantly the Children's Protective Society, the Catholic Central Bureau, the Lutheran Welfare Society, and the Big Sister Association, particularly in referring to these organizations girls who are working their way through school by caring for babies or doing housework. These organizations assist the schools by investigating and supervising the working homes and keeping in constant contact with and giving valuable advice to the girls. Miss Barbara Wright of the Board of Education reported 137 Minneapolis girls supervised by social agencies. Out-of-town girls who come to Minneapolis for the purpose of getting an education have been supervised in the main by the school themselves when they have sought working homes.

The probation office of the juvenile court is in constant contact with the schools and is used by them a great deal. The records of the probation office are open to the schools and the various probation officers assist the visiting teachers and the attendance officers in handling their problems. The probation office submitted the following twelve methods in which cooperation is taking place at the present time:

1. Truancy cases which the schools bring to the juvenile court.
2. The visiting teacher appears in court on the cases she is interested in and her suggestions are very helpful.
3. The schools give the probation officers the records of attendance, scholarship, and deportment of all children on probation.
4. Principals and visiting teachers frequently cooperate with the police in ascertaining facts in connection with complaints.
5. Visiting teachers frequently assist in apprehending children who are run-aways from home or truant from school.
6. The court always asks for the school report on all new cases and this information is usually received from the school through the visiting teacher or clerk.
7. Where the parents have ignored the instructions of the school nurse in cases of pediculosis or impetigo, the families are occasionally brought into the juvenile court on charges of medical neglect and the situation improved and children returned to school.
8. In cases of problem children where the schools cannot properly act as complainants and where it is necessary to enlist the full cooperation of parents, it has been found that the visiting teacher can often persuade parents to bring their children before the court.
9. The visiting teachers are often equally helpful in assisting to make adjustments in cases where probationers have committed some minor offenses, thereby keeping them from additional court appearance.
10. In informal hearings before the referee, where considerable more time can be taken with the child than can be properly taken in court, the child is impressed with the need of continuing in his school work. An effort is made to get him to see the need of acquiring an education. Occasionally, in those cases, the parents are not strictly cooperating with the schools. They are disposed to shield their child and to pity him and to feel that the schools are not giving him a fair deal. In such cases a more friendly and understandable attitude may be established by the referee.
11. The visiting teachers are also helpful in the matter of arranging special school programs for probationers. They are able to suggest special courses of study for the problem children, and to get them into clubs peculiarly fitted for their needs.
12. Visiting teachers are also instrumental in placing court children in working homes.

One of the most outstanding types of cooperation between an individual agency and schools in Minneapolis has been carried on between the visiting teachers and the Big Brothers, Incorporated. It originally started when the Big Brothers was a committee of the Children's Protective Society and has been carried on since it separated and became an organization of its own. Schools refer many cases to the Big Brothers each year where the principal or the attendance officer or the visiting teacher has a boy who is in need of adult masculine influence in his life. This the Big Brothers organization, through its tie-up with business men, has been able to supply. Where boys cannot adjust to the home or the school, placement in working homes on farms near Minneapolis has been tried in some cases.

Last year the one hundred and eleven schools in Minneapolis reported and made 4,433 different inquiries through the Confidential

Exchange. Of these cases the Confidential Exchange was able to give 3,821 identifications; only seventy-eight of the cases reported for information to the Confidential Exchange contained insufficient information so that they could not be identified. Table 1 gives these totals with their subdivisions.

TABLE 1—SCHOOL CLEARINGS WITH THE CONFIDENTIAL EXCHANGE—1930

Schools	Inquiries	Identifications
Eighty-seven schools -----	2,406	2,168
Psychological Clinic -----	788	636
Child Guidance Clinic -----	296	207
Attendance Department -----	943	810
	4,433	3,821

The first total in Table 1 is that of inquiries made by the schools themselves and includes all inquiries of visiting teachers, nurses, special teachers, and principals. The psychological clinic's figures of 788 are inquiries made about children who are being tested for special classes. One of the big advantages of this clearing is that occasionally the child has already been tested by the state or by the Child Guidance Clinic and thus time can be saved on the individual case by getting the record from either of these clinics. The Child Guidance Clinic is a department of the Board of Education and its clearings are for the purpose of getting additional information from the agencies which have had experience with the families of their children.

The requests for information and registrations made by the schools with the Confidential Exchange for the five days between November 30 and December 4, 1931, were considered and the registrations studied individually. There were ninety-eight clearings or requests for information and sixty-seven registrations. Forty-six of the registrations were from eight different grade schools, and twenty-one from nine different junior or senior high schools. Sixty-two of the registrations were made by visiting teachers. Of the sixty-seven registrations made, only one could not be identified because of inadequate information. This is significant for it shows a familiarity on the part of the schools as to information necessary concerning a family for identification by the Confidential Exchange. Only one of the sixty-seven was a new case and the other sixty-five were cases in which some agency could give the inquiring school information concerning the family or the children.

Ten of the sixty-five identified cases were active with the Family Welfare Association, one was active with the Children's Protective Society, thirty-eight of them identified previously were known to the Family Welfare Association, twelve others, while not known to the Family Welfare Association, had been known to health agencies

in settlements. Wonderful opportunities for the principal and school are shown by these sixty-five registrations. On fifty-five of these registrations, accurate and immediate information concerning the family and its past social history was available. In practically every case, the visiting teacher or the principal could get this information in detailed form by visiting the agency and reading the case record for himself or could get a telephone summary followed by a mailed written summary for his permanent records. This case information is collected conscientiously and in many cases over a long period of time and represents the best thinking of the agencies in the handling of the family, and is the type of information which each school would like to have.

Another thing that is significant about these sixty-seven registrations is the length of time they have been known to social agencies. Deducting the one that had insufficient information to identify and the one new case, the others varied from one to twenty-four years with an average of over nine years contact with various social organizations. Not only that but these last sixty-five registrations were known by one to twenty-four different agencies with an average of 9.7 agencies on each registration. The wealth of social experience which the agencies of Minneapolis have had with these families is available and has been drawn upon in the cases of these particular registrations. It certainly is wisdom on the part of the principals and schools to have made use of this information.

As far back as 1921, Jane F. Culbert in an article, entitled "The Public School as a Little Used Social Agency," presented before the Conference of Social Work at Milwaukee, stated: "Even more challenging is a realization that the schools of today have on their present register those children who will be our problems in future years; those who will fill our children's courts, our jails, our relief agencies, and our workhouses. The social worker should aim to push into the public schools and see to it that the educational lacks which have necessitated social work be met by the schools in the first place so that the need for re-education may be eliminated—together with the cost in human suffering and money."

The phrase which Miss Culbert uses, "to push into the public schools" does not, however, picture the relationship which should exist. The principal and the school should seek all of the information available on their problems, utilizing the social agencies to this end and the social worker in the agency should consult the principals in the school at every opportunity to secure the information they have which would assist him. The responsibility is mutual for this cooperation and does not lie alone with either group of educators.

Probably the best way for each city to solve this problem, whether their cooperation is of a very high degree or not, is to study the re-

lationship as it now exists and outline plans for increasing the use of the social agencies by the schools and the schools by the social agencies over a period of years. This study might well be conducted and a plan worked out by a joint commission of social agencies' executives and school people. Each city should recognize the economic and social waste in these two great educational forces working side by side but not hand in hand on the community's boy and girl problem.

ALL SCHOOL ADMINISTRATORS will agree that knowledge of home conditions is essential for the best understanding of pupils. How is a teacher in a city school to gain this information? In the small community where everyone knows everyone else this problem is lessened, for a teacher is recognized as a new person in the community the day she arrives in the town and it is only a question of a short time before she can be acquainted with the people of the neighborhood in which she is to teach. In a city, however, this contact between teachers and parents is much more difficult to make. Instead of one community, in the city there are scores of communities. Very likely the community in which the teacher finds herself is much different from the community of the parents whose children she teaches. Then, too, the teacher may live in one section of the city. If the city is one which has many industries, oftentimes a class distinction exists, with the teacher on one level of society and parents of her pupils on an entirely different level of society. If, too, there are a number of foreign speaking parents, this language difficulty will make barriers between the teacher and the parents of her pupils.—Arvin N. Donner, Chapter IV.

COORDINATION OF WELFARE AGENCIES

THOMAS F. McHUGH

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IN NEARLY ALL DISTRICTS the school is the only officially recognized agency for general, all-around child welfare and education. Thus, it is to be assumed that the school principal should be an expert in child development and education. Such an assumption carries with it a responsibility heavy enough to weigh down with apprehension even the most casual of school executives and must be a great source of worry to the conscientious schoolman.

New and important responsibilities—Piece by piece, the church, the home, industry, and government organizations have turned over to the school their duties and their prerogatives. Recreation, personal cleanliness, health and nutrition, character development, vocational guidance, are only a few of the innovations that point definitely toward the increase in responsibility which the schools have assumed in their program. No longer are we only concerned with imparting knowledge and skills in a few tool subjects, but we are concerned with the full, well-rounded development of the child. In order to secure this broad development we must, within reasonable limits, control and manipulate every agency that affects the child.

This means that the school principal no longer can feel that he has done his duty when he cooperates with other existing agencies; rather, he has done his duty only when he coordinates all agencies in his district that affect child welfare. He must actively *coordinate* rather than passively *cooperate*. He must realize that it is impossible in a school day of from five to six hours to control the total environment of the pupils of his school and that some attempt must be made to obtain the cooperation of the home, organized recreation, the theatres, the health and social agencies, and the church.

How can the principal coordinate the agencies?—Several set-ups for accomplishing this objective have been organized in various communities. In the "Ironbound Section" of Newark an attempt which has met with some success has been in operation for the past two years. This section of the city comprises a natural geographic area and has within its boundaries six public elementary schools with a total enrolment of about 8600 pupils. It is in the manufacturing area of the city and has a cosmopolitan population consisting mainly of Slavic and Italian families of the poorer class.

A group of social workers and school executives, cognizant of the need, constituted themselves an executive committee known as the Ironbound Council and set themselves to bring about the necessary

coordination. The Ironbound Council consisted of the following officials:

1. A physician who is employed by a large industrial plant and who is interested in social problems.
2. A psychiatrist from the School Clinic.
3. An official of the Y. W. C. A.
4. A priest of the Roman Catholic Church.
5. A minister of the Protestant Church.
6. An official of the district branch library.
7. An official of the Tuberculosis League.
8. An executive of the district Social Service Bureau.
9. A social worker for the Catholic Charities.
10. The director of recreation for the Board of Education.
11. The executive of the Ironbound Community House.
12. An elementary school principal.

The council decided to appoint its members as chairmen of certain committees and the personnel of each of these committees would consist of from ten to twenty of those persons in the Ironbound District who were particularly interested in the work of that committee.

Thus far the following committees have been organized with the designed leadership:

1. *Health Committee*—chairman, the executive of Tuberculosis League.
2. *Adult Education Committee*—chairman, the public library executive.
3. *Leadership Committee* (To obtain leadership when it is needed for projects: Scouts, etc.)—chairmen, the Catholic priest and the Protestant minister.
4. *Relief Committee* (A temporary committee to organize for relief during the "Depression")—chairman, the executive of the Social Service Bureau.
5. *Child Welfare Committee*—chairman, an elementary school principal.

These committees immediately organized, made up a program of work and set about to accomplish results. As each committee chairman was a member of the Ironbound Council the work of the council consisted of hearing reports of the committee chairmen, suggesting objectives or methods, and coordinating the projected activities. The full membership of these committees included about eighty persons of the district who were interested in some form of social work.

Outcomes—Some of the accomplishments and endeavors in the first eighteen months following the organization of this council are listed below and give some idea of the scope of the work:

1. The organization of Americanization classes for mothers in the afternoon.
2. A study of the free dental clinics and an attempt to increase the accommodations.
3. Coordination of the emergency relief work done by different agencies during the depression.
4. Introduction of a system of preschool physical examinations of children in some schools.
5. Organization of Girl Scout and Boy Scout troops in the schools.

6. Obtaining increased and improved facilities for summer camps for children of the district.
7. An attempt to partially control the motion pictures shown in the district.
8. Better coordination of the public and private schools in the district.
9. An attempt to arouse interest in obtaining facilities for bathing and swimming.
10. Organization, on small scale, of garden clubs.

It will seem that the Ironbound Council has attempted the coordination of all welfare agencies in its district. In addition to the projects actually started, there has been real value in the meetings and discussions of this body; each member of the group has developed a deeper appreciation of the objectives of the others which has resulted in sympathetic understanding and active cooperation. All of the projected activities directly affect the welfare of the school child and are thus part of the problem of the school principal. The organization as it has functioned has been an economical way for the principal to solve some of the problems connected with the community life of his district. It is an example of delegating duties and organizing for coordinated community service.

THE RESPONSIBILITY for leadership of the community rests directly upon the elementary school principal. There is no avoiding it. If he or she should avoid it, some active or aggressive person in the neighborhood is likely to assume the leadership and the principal will find himself discounted.

Any school district which has educators in all of the civic clubs of the city is in a powerful position. It can influence the favorable opinion of that community toward bond issues and can build up an interest in other activities that are necessary for efficient schools. Without this contact many propositions of much merit will fall flat or will succeed only after the most strenuous efforts on the part of the superintendent.—William John Cooper, Chapter I.

WELFARE ACTIVITIES ARE NECESSARY

GROVER STOUT

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IT IS NOT THE PURPOSE of this paper to argue the place welfare work should have in the activities of a modern elementary school. Suffice to say that in industrial cities, particularly large ones, there is a certain amount of welfare work to be done by the schools, in cooperation with the city's welfare and social agencies, that cannot be avoided. It is the purpose of this paper to discuss some of these activities that seem, in the light of the writer's experience, to be most helpful and necessary for the well-being of the pupils and parents in his community.

The problem of economic uncertainty—This community is one of small homes, rented, or bought on contracts. The families are large. The parents, mostly American-born of foreign parentage, obtain their income from the variable employment of the large automobile and allied factories.

The economic problems involved in raising a family, paying rent, or making the monthly payments on a home and paying taxes, are well-known. In times of steady employment a thrifty family can keep even and have some luxuries in the way of household appliances, a second-hand automobile, and a radio, but the "catch" in all this is the *uncertainty* of steady employment. Even in prosperous years the employment of ordinary workers in most industrial cities is not steady. Seasonal layoffs and layoffs for inventory cut down appreciably the average, total, working days per year, and, of course, reduce the worker's income proportionally. In depressed business conditions of the past two or three years the earning power of 45,000 families in our city was entirely stopped through unemployment. This huge number of men, women, and children has been left to the mercy of their city. The city promptly expanded its welfare department to meet a situation and put these families on a dole system. These doles provided only the barest necessities, and its administration challenged every agency in the city to assist the department of public welfare. The schools were in a position to give a most valuable type of cooperation.

Though the above paragraphs describe briefly an admittedly unusual year from a welfare angle, the same machinery and the same needs are present every year during the winter months and the periods when the men are out of work. In all such instances, when families are in poverty or near poverty, the school is in a strategic position. If the school is as friendly as most people think it should be, then it should be able to serve and to help both its patrons and city through various welfare activities.

Care of teeth—One of the constant services a school can give to its needy pupils is the care of their teeth. This service requires close cooperation with the dental division of the Board of Health or other free dental clinics. The care of the teeth of under-privileged children must be constantly stimulated throughout the entire school and not left entirely to a school nurse who is in the building but a few hours a week. In many cases of these children, the teeth cannot be only examined, recorded, and given the minimum dental treatment, but the treatment must be continued and provided for with the help of the school dentist or the free clinic.

Several factors enter here. First, many pupils, in a school where dental care is stimulated with enthusiasm, will ask to be sent to the school dentist when their parents can afford a private dentist. This problem makes it necessary to investigate carefully the child's eligibility for free dental service. Second, the children on the dentist's list must be checked, encouraged, sent, and again checked, if their fears, interests and dependability are to be properly developed. Adequate dental care is a service the indigent parent cannot give his children and in most cases does not even consider until his child's six-year molar is decayed to the aching stage and requires immediate attention.

At this point, the writer expects many objections to the use of the taxpayers' money for the dental bills of poor children. The answer is: taxpayers pay now for many services for all children and some of these services are of debatable value. Why not spend a relatively small amount on dental care when good teeth are of value beyond any pecuniary consideration? Children served in this way by a generous city will never forget and will probably feel a deeper social responsibility when they reach adulthood. If this statement is only partly true, the potential social attitudes are worth considering when the cost of free dental service for poor children is raised.

Free school supplies, lunches, and clothing—Another service of importance is that of furnishing school supplies to all pupils whose parents are unable to buy the same. This service includes the notebooks, writing paper and spelling blanks, pencils, penholders, and art supplies. These materials are bought wholesale out of our school fund and each child's request for supplies, if granted, is recorded on a simple form as a check against wastage. The child's eligibility to free supplies is vouched for by the homeroom teacher, or someone who personally knows the family's circumstances. Each welfare family is asked to send to school the number of their welfare card. This number is written on the pupil's record card in the office and can readily be looked up and used to verify eligibility to these free school supplies.

Many pupils are undernourished and need milk. In schools with lunchrooms the pupils from welfare families are given hot lunches. The lunches are paid for in part by monthly cash contributions of the teacher's organization. Often these lunches are about the only real meals the pupils have each day.

One of the most important services for the under-privileged child is that of supplying shoes and clothing. The city welfare department has a system whereby the request for shoes has to come from the school principal. This request is written up on a special form and sent to our school attendance officer who calls at the home to "double check" the family. The appeal is sent then to the district welfare office where an order for the shoes or clothing is issued.

The service keeps the children warm, protects their health, and permits uninterrupted attendance at school. Many children are given shoes by the city whose fathers are not receiving doles. In these cases careful checking by the school is necessary. Shoes and clothing are given also to needy parents who come to the principal's office for help. The city collected a large quantity of used clothing and shoes for adults and each school had a smaller supply brought by teachers and citizens.

During the winter months and at Christmas another source of supply is a large, benevolent association in our city of "Goodfellows." This generous organization distributes thousands of sweaters, suits of underwear, toys, and other necessities to pupils who have been recommended by each school's principal as being needy and deserving within the categories laid down by the organization. Their gifts of underwear are so extensive that it helps materially to take care of this important need each winter. As mentioned previously this extensive program of giving is based on lists furnished by each school. The preparation of these lists is an important service when measured in terms of comfort, health, protection, and school attendance of children.

Medical services—The school plays a big part in getting parents in our city to take their children to physicians for toxin-anti-toxin injections, and Schick tests. The school nurses give major attention to this problem. The school staff, however, is able to advertise and to encourage the idea throughout the community, and can explain the treatments to parents when the children enter school. These explanations take time and energy but it is worth the trouble in the number of lives saved. The school also advertises the treatment by sending home questionnaires asking if the child has had three injections and a Schick test.

Board of Health literature is sent to every home in the community. Since toxin-anti-toxin treatments are no longer given in our schools, and are free only to poor families, considerable pressure

is needed to get parents to cooperate. In this continual campaign the schools work hand in hand with the city Board of Health. The work is extremely important because our city has a very high mortality rate in diphtheria which the special efforts are slowly reducing.

In the matter of physical ailments, the school plays a large part in getting proper medical attention by referring cases to the school nurse (a Board of Health employee) or by sending cases directly to the various clinics. Many requests come to the principal from mothers who feel they should not call a physician when the family has no funds to pay him.

Administrative and information services—One of the important services of the school is that of explaining to parents the functions of the health authorities, the welfare department, the school system, and other governmental agencies. This type of school welfare—social service—costs very little and is deeply appreciated by the bewildered citizen who is seeking aid. To perform this service well the principal, the school clerk, and the teachers must be informed as to the hospital, social welfare, and other services of the district. One must know where these agencies are located and how to get the necessary assistance.

Many needy families apply at the school office for information about city welfare relief and are properly directed to the district welfare office. In some instances the principal furnishes the carfare and a letter to the supervisor. Where a family is denied relief and is worthy, the principal by letter or telephone is often able to clear up the difficulty and get an order through for the groceries, or coal, or other necessities. Other cases of lack of fuel, or sudden illness are looked after by the school in an emergency way.

One can argue that the school should not be concerned with any household emergencies among its patrons. Why not help when a telephone call to the proper city, or social agency will get results the patron, in his own way, does not know how to get? We must not forget that patrons in these extremities are generally without funds for even carfare and telephone. Also, many of our patrons are of foreign birth, speak English very poorly, and know not where to turn for help except to the school or the church.

A teacher's primary task is to instruct children, but she will be a greater community asset when she can answer also the questions of her patrons and friends. Most educational philosophers now seem to agree that social service is one of the prime duties of the school. To interpret the city, county, state, and nation to a school patron is not only a duty, but a patriotic privilege and opportunity.

Summary—Our school is a friendly place where patrons in any sort of trouble are welcome to come for the help or the advice we may be able to give them. This service is extended primarily to

needy pupils but goes with them and through them to their parents. Contrary to the opinion some may hold that welfare work in a school is fostering "socialism," it really should help prevent any tendency toward radicalism that may develop in the community. It is one thing for well-fed and comfortable citizens to criticize those who in any way embrace the teachings of Soviet Russia, but it is another and altogether different thing if you are hungry, unemployed, and your family is in dire need of the very necessities of life. This condition may test even the staunchest patriot, and who can blame him if those who can help thoughtlessly ignore his distress? The schools, together with other agencies of the Republic, *dare not be weighed in this balance and found wanting.*

THE PARENT-TEACHER ASSOCIATION movement is a cooperative educational project which should challenge the interest of all school officials. Modern educational practises make necessary the conscious intelligent participation of parents in the education of their children. The parent-teacher association at its best is an excellent vehicle through which parents may get a better understanding of the problems of their children, of preschool, grade-school and high-school age; through which the school may be interpreted; and through which the community may be informed of the needs, problems, and program of the school.—Ellen C. Lombard, Chapter V.

A SCHOOL CHILDREN'S AID SOCIETY

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FOR SEVERAL YEARS the distributing center of the School Children's Aid Society was located in the rooms of the supply department of the Board of Education. This was very convenient, for the trucks of the department are used to deliver the bundles of clothing together with the educational supplies for each school. As time went on, this space was needed and the center was moved to the Dante School in which there was available space due to the shifting of the population. As principal of the school, the writer observed the work of the society over a period of years, and thus is qualified to evaluate it.

Activities of the Aid Society—The majority of the work is done by volunteer workers under the direction of a committee of the Chicago Woman's Club. The remarkable feature of this service is its continuity. Year after year, in sunshine and storm these same workers carry on. Only one who has seen them at work can appreciate the arduous character of their labors along the following three types:

First: The requisitions which have come by mail must be filled. This demand involves the assembling of the garments from the shelves on which they are stored and the preparation of the bundles for delivery. Trucks of the supply department or messengers from the schools are notified when the bundles are ready.

Second: The exchange of garments. Since the children frequently are over- or under-size for their age, some of the articles delivered to the schools are misfits. Under these circumstances, the children may go to the Center to be fitted.

Third: The careful recording of all cards. This record-keeping is very essential because a check-up is made through the clearinghouse of the social agencies to prevent any duplication of relief.

It would take a more powerful pen than the writer's to tell of the abject poverty which has moved through those waiting lines in the corridors of the Dante School. Men and women who have never asked for or accepted help previously have come, saying "I cannot let my children stay out of school. They must have an education." Some of them have fainted there from hunger or fatigue. Children with shoes mended with wire, others with ragged shoes and stockings which had no feet in them, boys who never had owned a new garment and children with no underwear have made their way along the waiting line. They left with their faces wreathed in smiles and with a step which showed the restoration of spirit kindled by the flame of this kindness.

The economic depression has so multiplied the need that it can no longer be met, as formerly, by the contributions of the children. It would be regrettable, however, if this were ever to become other

than primarily the children's charity. We know that we need to train the emotions of the children and to establish in them a goodwill and a sense of responsibility for those less fortunate. Sympathy carried over into action strengthens character but the arousing of the emotion with no resulting action vitiates it. The annual appeal for funds at Thanksgiving time arouses this sympathy and the pennies given are the action which gives such rich return to the donors as well as to the beneficiaries.

The outcomes—Since the contributions of the children cannot fill the need and others now are asked to assist, there are certain questions which arise and should be answered:

(1) *Does this giving of clothing pauperize the children?*—Small children cannot be pauperized. They are here and in need through no fault of their own. The filling of all their needs is to them a natural process. The school is just another home, and they accept these gifts with the same spirit as though they came from the parents. To older pupils, enabled to appear in their classrooms with clean, adequate clothing, it means not only a preservation of self-respect but, in many cases, its creation.

(2) *Are the families thus aided worthy?*—There should be no question concerning the worthiness of families. A child is in need. The only question is whether or not the family has the funds to care for it. To refuse help on the grounds of the unworthiness of a parent would be a case of "visiting the sins of the fathers upon the children" in a manner which we cannot today approve. It would also nullify the purpose for which this work was begun, a reduction of absence and truancy so often caused by lack of apparel.

(3) *Is it effective in reducing truancy?*—The Department of Compulsory Education has testified over and over again as to the incalculable value of the work. Teachers and principals in schools where much aid is given support this testimony.

Within the school system, the School Children's Aid Society is doing a work not covered by any other agency. It is recognized by all the other social agencies as a valued ally. It is educational as well as charitable. It fulfills the saying, "Blessing him that gives."

THE KEYNOTE through which the school may develop contacts with the home and awaken an appreciation of the child's efforts is that of celebrating the child's success.—Florentine Peters, Chapter IV.

UNITED EFFORTS FOR CRIPPLED CHILDREN

ELIZABETH BAIRD KUHN

Field Secretary, Illinois Elks Association, Chicago, Illinois

IN ITS CRIPPLED CHILDREN'S CLINICS, the Illinois Elks Association is forming with the schools and medical men of Illinois a joint guardianship for the physical well-being of the children within the boundary of the state. There is no black and white agreement concerning this, but every day the growth of this protection becomes more evident. It began in this way.

In the spring of 1929 the Illinois Elks Association, through its recently organized Welfare Activities Commission, assumed the clinic responsibility which had hitherto been borne by the Illinois Society for Crippled Children. The immediate aim of the Commission was to enlarge the service until it should be within the reach of every crippled child in Illinois. There being eighty-three Elks lodges in the state, whose jurisdictions covered the entire area, it was determined to establish a clinic center at each lodge location. Gradually this is being done. From a nucleus of twenty-five clinics, inherited from the previous sponsors, the number of jurisdictions now receiving service has grown to seventy-one. When the last twelve are organized, and regularly conducted, the original task will have been completed.

In order to establish a clinic it is necessary to find the crippled children who need attention in the community. Unfortunately, many crippled children have been regarded by parents as "a cross to be borne" silently. Many parents have felt humiliated to have a crippled child in their family, so often the little one has been kept out of sight. Even close neighbors never see him. Though the child may have normal intelligence, as most crippled children do, he may have been kept out of school either to protect him from danger or to save his brothers and sisters from taunts or the bother of looking out for him.

State survey—Soon after its institution, the Illinois Elks Welfare Activities Commission made extensive plans for a statewide survey of crippled children. Just as it was about to be launched the governor offered the state's assistance. Realizing the great value to the Departments of Health, Education, and Public Welfare, of the information obtained in such a survey, he appointed a Physically Handicapped Children's Commission from the directors of these departments to conduct the survey at the expense of the state. A local committee for each county was selected, consisting of the superintendent of schools, a representative of the medical society, and another interested citizen, usually a member of the Elks lodge having jurisdiction over that county. The plan of the Elks Welfare Activities Commission of conducting the survey through the schools was used. It was surprisingly

successful. Blanks were sent by the local committee to each teacher, rural, city, public and parochial, in the county. The children attending school were asked to report the names of any crippled boys and girls whom they knew, between babyhood and eighteen years of age. Often a child would whisper to the teacher the name of a little brother or sister whose existence was entirely unknown to her. Over ten thousand were listed within a few weeks. The child's name, parent, address, age, grade if in school, and physical disability were given. The Elks clinics, growing in numbers and attendance, reported many more as the months passed until the number now listed approaches twelve thousand. It is expected that the clinics will call out the remaining seven or eight thousand, bringing the total in the state to eighteen or twenty thousand, which is a reasonable estimate for a state of the size of Illinois.

Too much cannot be said in praise of the excellent work of the teachers and principals in this survey. The reports were a true testimony of the community interest of the teaching profession and of the loyalty and devotion of hundreds of school people to the children under their care. The parochial schools cooperated to the fullest extent. The Cook County survey, including that of the city of Chicago, was directed through the headquarters office of the Elks and the tabulation of the state reports was done through this office. It was a stupendous task for everyone.

Local cooperation—Following the survey a list of the crippled children within each county was sent to the local Elks Crippled Children's Committee. It is the duty of this Committee to see that the parents of each child on the list are invited to bring the little one to the clinics for examination, and to furnish transportation if it is necessary. Parents are requested to come with their family physician, if possible, or to bring a note from him indicating that he wishes the child to be examined. If a family comes to the clinic claiming no doctor, they are asked to choose one for it is to the family doctor we must look for supervision of the care which the clinic surgeon advises. Very often the local medical men will have several patients to be examined and they will come early to the clinic and remain until all the children are given attention. There is no charge for this clinic service.

The surgeons are sent to the clinics from the headquarters office of the Elks Welfare Activities Commission. They are very able orthopedists. Dr. Henry Bascom Thomas, of the University of Illinois Medical School, is chief of staff. These men are paid their expenses but donate their services to the children.

It is a rare clinic when there are no school people present. As a general rule school nurses, both local and county, come bringing children and parents. They ask for a report of the examinations so that

they can do their part in assisting. They see that the children are taken regularly to the family physician. They keep an eagle eye on home conditions. They insist that when braces are advised and purchased that the child wear them. Physical training teachers attend the clinic to have the surgeon instruct them in the proper exercises for each patient. Teachers in special rooms for crippled children, and in fresh air rooms, attend to receive instructions on every manner of detail concerning the physical comfort and the improvement of their students. Principals and school superintendents consider it their privilege to load up their cars with convalescent children and bring them to the surgeon for a check-up of their condition. Since an Elks lodge jurisdiction sometimes covers two or three counties, it is a usual thing for school principals of the small communities to round up the children in their districts and arrange for their clinic attendance. Principals of schools where there are special rooms for crippled children come to hear the clinic surgeon's advice so that they may understand the problems of the room and to assist the teacher to plan and carry out her program. Very often these men are members of the local Elks Crippled Children's Committee. In one of the most efficient clinic centers the County Superintendent of Schools is the committee chairman.

Educational problems—With this increased interest in the rehabilitation of crippled children comes also the demand that these children be given the same opportunities of education that the normal child considers his birthright. There is a school law in Illinois which makes provision for the assistance of state financing in the establishment of special schools and rooms for the handicapped. The number of these special rooms has grown from less than ten, in 1926, to approximately fifty. The headquarters office of the Elks has assisted in many instances in planning them and has also been instrumental in finding teachers who have had special training in this branch of education, and whose personality will fit the particular needs of the community. Tutors are provided under the law for rural children if they cannot attend school.

It is very unfortunate that Illinois has no training center where teachers, who desire work with handicapped children, can be prepared. At the present time it is necessary to call students from the Special Education Department of the Michigan State Normal College to establish special rooms in Illinois. In every community, where these borrowed teachers have been employed, they have done splendid work but it is very difficult to keep them here for continued service, because they are offered positions in Michigan and prefer to be nearer home. Their excellent work, however, proves the economy of employing highly trained teachers for rooms where crippled children are to be taught.

In several counties a special unit for crippled children is organized to take care of all students within the boundaries. Rural children and those in towns are brought to a central school by buses or automobiles every day and returned home after school hours are over. This is an unusually successful plan and it has worked out admirably in every instance. Treasure Island, the Williamson County school, is the pioneer of this experiment.

In towns where as yet no special rooms have been established, the teachers in the regular classes assist in every possible way the convalescence of such handicapped children as fall within their responsibility. A great many boys and girls who have been on the verge of becoming cripples through postural defects—accidents where parents have thought they could manage without a doctor—malnutrition and incipient tuberculosis, have been restored to health through the clinic service, the family physician, and the school teacher. This is a real task and a decidedly worthwhile one for, out of the twelve thousand crippled children listed, nearly one half of these are suffering from troubles which might have been prevented.

Hospital care—At the clinics there are many children found who must have hospital care in order to recover strength and to be freed of deformities. In communities where no such attention is available the local Elks Crippled Children's Committee will arrange for this elsewhere. In cases where no hospitalization is needed, but other services are necessary, the Committee assists wherever possible. Excellent results are being obtained in this curative work. Hundreds of children are having clubbed feet straightened, birth defects remedied. Those with bone disease, incipient or advanced, are receiving treatment which will save their lives and which will restore them to as nearly normal usefulness as is possible. Children who are old victims of infantile paralysis are having surgical repair which will enable them to get about more easily. Victims of the recent epidemic are being carefully protected against deformities and often they are restored to complete, or almost complete, health and muscle power.

Conclusion—It is the earnest wish of all interested workers that this generation of children crippled from preventable causes be the last to be thus afflicted. Infantile paralysis and birth defects are not included in this group as being at present preventable. However, the time has arrived when serum is saving many children from paralysis and it is hoped that soon a method will be evolved whereby children will be immunized against the disease. There are very few birth defects which are not entirely correctable, or nearly so. It is reasonable, then, to conceive of a future when a crippled child of adolescent years will be somewhat rare.

SCHOOL RELIEF, AN OPPORTUNITY

JOHN S. HERRON

Principal, Lafayette Street School, Newark, New Jersey

SLOWLY BUT STEADILY, education, as viewed in the light of the passing years, is coming to encompass the child in its entirety. Whether or not professional educators welcome the responsibilities and duties thus added to their already heavily laden program is beside the point; the fact remains that each succeeding year sees the school taking over and administering new duties with reference to child welfare which it did not possess before. Educational progress and innovation in every instance can be traced to social demand. As long as the public school remains a social institution, such duties and responsibilities must be accepted and shouldered, if democratic education is to fulfill its mission.

The child is entrusted to the school by society for education and training. Development, once viewed in a narrow sense, today signifies the mental, physical, moral, and social sides of the child—the whole child—the evidences of which, as observed in current practise and accomplishment, are, indeed, quite amazing. And so, instead of limiting the direction of education to the three R's, the school today provides for a long list of duties, once belonging to the home but now forced upon the school by social demand. Time and space will not permit an enumeration of these changes, introduced in the interest of the child and constituting in part the price of our complex civilization. Visiting teacher, teacher-nurse, nutrition teacher, dental clinic, medical inspection, mental measurement, psychiatry, vocational guidance, differentiated curriculum—these are but a few of the terms which connote the changing school of the ever-changing civilization.

To the school of 1930, '31, and '32, already enveloped in the expanding complexities suggested in the preceding paragraph, an added duty and responsibility has grown out of the great economic depression, which has so vitally affected not only our own country but the civilized nations of the entire world. Beginning with the fall of 1930, school systems throughout the country found themselves faced with the problem of providing food, clothing, medical assistance, and even shelter for the children entrusted to their care. In the more populous centers, the effect, perhaps, has been more keenly felt, with the result that city school systems have had to take on the ensuing responsibility and attempt to solve it through organization. In thousands of individual schools, especially in towns and villages, pupil relief has undoubtedly been handled as most charitable work is done—quietly and efficiently by a few individuals; but city school systems have had to do their work, in a new field and on a larger scale, in conjunction with the welfare and social agencies already estab-

lished for years. This situation compelled, from the start, cooperation, study, and work on the part of the schools if their program was to be intelligently administered and their endeavors effective in the end.

The following is an account of the pupil relief program carried on in the public school system of Newark, N. J. during 1930 and 1931, as typical of school welfare work in a large city. The purpose of this article is not to broadcast a pharisaical account of charitable deeds, but rather to suggest the beneficial results which have come to the schools indirectly as a permanent gain to the teaching profession, and to outline the scheme of administration for the benefit of other systems which may be faced with the same problems.

The relief organization—The need for relief work among pupils made itself felt in the spring of 1930. Reports from many schools indicated that scores of pupils were in need of the necessities of life and that the teachers were supplying the financial assistance required in these cases. Some schools had established their own relief funds. Cognizant of conditions within the schools and realizing that the situation not only would continue for months to come but would grow worse, the superintendent of schools called a special meeting of representatives of the various classifications of teachers in November, and suggested that the teachers devise an organized plan for systematizing the relief work they were doing and for providing such other relief as might be necessary.

A motion was unanimously carried by the representatives present requesting the Commission of the Newark Teachers Association to unify and direct the work of welfare relief in the schools during the emergency. This committee was empowered to decide: (1) how large a sum of money should be requested from the teachers and other employees of the Board of Education, and (2) how the money should be collected and distributed.

The Commission of the Newark Teachers Association appointed as members of the Central Relief Committee the following school representatives: the superintendent of schools (ex-officio), the first assistant superintendent of schools, one elementary school principal, two elementary school teachers, two high-school teachers, and the superintendent of supplies. Officers were elected, the writer being selected as chairman.

The central fund and its administration—On December 2, the Central Relief Committee made a request of the teachers and employees of the Board of Education asking for \$20,000 for immediate relief. The Central Committee also requested each school to appoint a school committee of three, to be known as the Local Relief Committee, which was given full power in the administration of relief work within a particular school. The Central Committee, in a circular to

the schools, emphasized the following points concerning the administration of the fund:

- (1) It was being raised by the unanimous approval of all representatives.
- (2) Contributions were to be voluntary.
- (3) The money was to be spent only for welfare relief of pupils in the schools.
- (4) The Central Committee was to collect and distribute the fund, but the actual spending was to be done by the Local Relief Committee in each school.

In the first appeal (December 2), the sum of \$18,851.32 was contributed. A survey of the relief work carried on by the schools prior to this appeal indicated that approximately \$5,200 had been collected and spent by teachers.

Under the adopted plan for administering the new fund, the chairman of each Local Relief Committee was directed to make requests for money of the Treasurer, to supply school wants for a limited period. A committee of three was appointed to check upon all requests for money and to approve same before submission to the Treasurer for payment.

Recognizing the imperative obligation of administering the fund in the most efficient manner possible, the Central Committee from the start set up definite safeguards against any possible looseness of management. The safeguards embodied these features:

- (1) Each school was required to keep simple but detailed records of all receipts and expenditures of money.
- (2) All requests for money from the Central Fund had first to be approved by the special committee before being honored by the treasurer.
- (3) All relief cases in the schools had first to be cleared through the Social Service Exchange and no money was expended until welfare agencies of the school neighborhood gave positive assurance of need.
- (4) The treasurer was directed to submit each month a detailed report showing receipts and expenditures by schools, together with a summary.
- (5) A careful audit of the accounts of the Central Relief Fund was to be made at the end of each year.

Coordination of work with welfare agencies—In preparing to inaugurate the relief program within the schools, the Central Relief Committee made immediate contacts with the welfare agencies of the city. The strongest and closest tie-up was established with the Social Service Bureau whose advice and counsel was invaluable. In the Ironbound Section, for three years previous, the schools had already been engaged in carrying out a cooperative plan of mutual assistance with the Social Service Bureau and other welfare agencies. After conferences, it was decided to use the Ironbound scheme as a model and to organize the rest of the city on this plan. Four sectional meetings were arranged for and held at Lafayette Street School, South Eighth Street School, Robert Treat Junior High School, and Cleveland Junior High School at which the school relief committees were addressed by the superintendent of schools, his ad-

ministrative assistants, including the directors of health, child guidance, and attendance, and representatives of the various welfare agencies of the city. Among the agencies with whom plans of cooperation were worked out were the Social Service Bureau, the Associated Catholic Charities, Jewish Social Service, Poor and Alms Department, Red Cross, Social Service Exchange, and the Ironbound Community Council. A definite decision requiring all schools to clear cases first through the Social Service Exchange was arrived at, in order to prevent duplication of effort.

Services rendered by outside agencies—Throughout the winter and spring of the past school year, individual school relief committees received much aid from outside sources. This assistance was particularly true of the serving of midday lunches to needy children in schools not provided with cafeterias or lunchrooms. Special attention should be called to the outstanding service of the Friendly Neighborhood House, which served daily an average of 150 negro children of Morton Street School, and which received a donation of \$15 per week from the school relief fund. St. Barnabas Hospital for a long period contributed lunches to a number of needy children of the Hill section. At a small cost the Second Presbyterian Church served lunches to the children of Burnett Street School, as did the Catholic Neighborhood House for dependent children of Hawkins Street School.

Second appeal for funds—On April 27, the Central Relief Committee made a second appeal for voluntary contributions from teachers and employees of the Board of Education for the purpose of insuring sufficient funds to carry on the relief work during the summer term and into the fall. Up to June 30, \$5,588.31 had been contributed in the second call.

Plan for summer relief—Before the close of school in June, the Central Relief Committee called a conference of all relief workers to discuss the relief program during July and August. Each summer school set up a relief committee or had its original committee carry over and function. Under this scheme summer relief has been administered without interruption.

How the plan has worked—The relief program, as administered in the Newark public schools, has been carried on with splendid cooperation and support from all concerned. Each Local Relief Committee, with the principal usually as one of its number, has served with zeal, patience, and sympathy. This committee in each school did all the actual spending, passed upon the worthiness of each case reported, and decided the nature of the relief to be administered.

In each school there was set up an Advisory Council, whose duty it was to render assistance to the Local Relief Committee. The Advisory Council, which met with the Local Relief Committee on call

from the chairman, was composed of the attendance officer, the school nurse, the visiting teacher, the nutrition teacher, together with neighborhood welfare workers, such as representatives of the Poor and Alms Department, the Social Service Bureau, the Associated Catholic Charities, and the Jewish Social Service. The meetings of these social workers with the teachers brought the schools into direct contact with specialists working in allied fields of welfare work

TABLE 1—DISBURSEMENTS BY MONTHS

December, 1930	\$ 5,480.00
January, 1931	3,465.00
February, 1931	2,920.00
March, 1931	3,155.00
April, 1931	1,206.00
May, 1931	1,678.00
June, 1931	1,585.00
July, 1931	705.00
August, 1931	-----
September, 1931	949.00
October, 1931	1,415.00
Total Expenditures	\$22,558.00
Balance on hand	2,081.61
Total	\$24,639.61

TABLE 2—SUMMARY OF RELIEF WORK WITHIN THE SCHOOLS
(June 30, 1931)

I. Expenditures:

1. Shoes	\$6,484.50
(3,170 pairs bought.)	
2. Shoe Repairing	623.40
3. Clothing	1,593.87
4. Milk	3,579.59
(2,853 children served milk.)	
5. Meals Served	2,308.32
(903 children served meals; 53,328, total number of meals served.)	
6. Food to Families	2,565.72
7. Rent	298.00
8. Fuel	661.42
9. Furniture	13.00
10. Medical	303.67
11. Miscellaneous	312.60
Total	\$18,744.09

II. Additional relief from outside sources:

(a) Garments (used or new)	12,318 items
(b) Shoes (used or new)	2,197 pairs

III. Summary of pupils and families assisted:

(a) Total number of pupils assisted during the period	8,047
(b) Total number of families assisted during the period	4,267

and gave the teachers the viewpoint and the experience requisite to a full appreciation of a teacher's job. As a result of the case studies discussed at the round-table meetings of the Advisory Committee, the teachers learned the workings of the institutions about them and came to an understanding of the proper social approach to the solution of the problems before them. As a result, they could not help but grow in sympathy, in understanding, and in appreciation of some of the great obstacles to pupil progress.

The city welfare agencies were only too glad for the opportunity to work in close harmony with the schools, so that, in the last analysis, the year's experience has been as broadening to the social workers as it has been to the teachers.

Tables 1 and 2 are submitted as summaries of work accomplished. They should be of interest to many readers.

Summary—Entirely aside from the altruistic motive involved, the experience of the past school year has been a great and unusual opportunity for the teachers of the city, one which they have grasped and utilized to the fullest. The opportunity referred to was the opportunity for the socialization of the schools along practical welfare lines. The benefits accruing to the teachers may be summarized as follows:

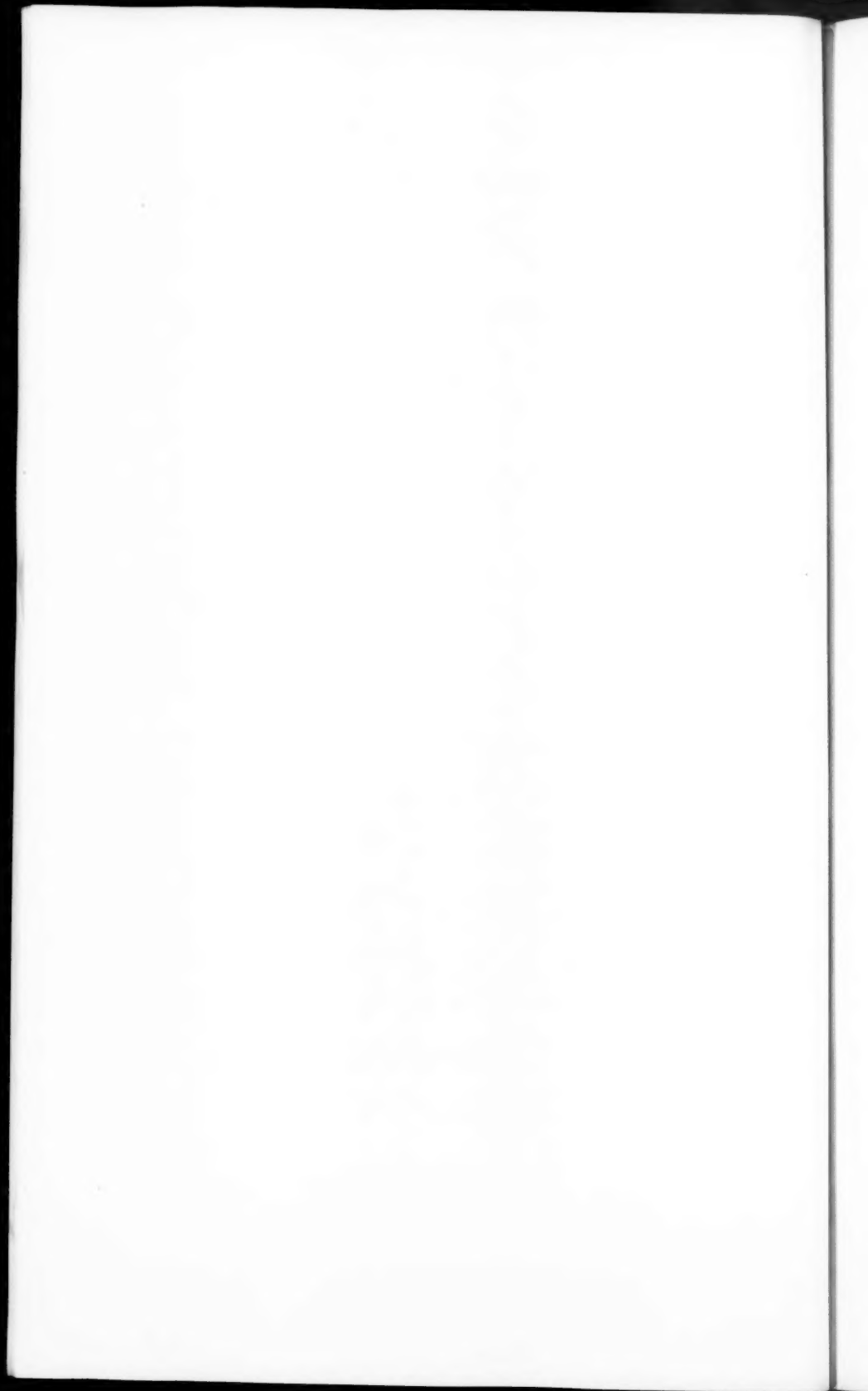
- (1) The schools developed a deeper, more intimate, and in consequence, a more sympathetic understanding of family problems.
- (2) The schools were brought into close and friendly contact with the social workers of the welfare agencies of the city and influenced by the new approach to the solution of relief cases.
- (3) The schools came to appreciate, as they have never done before, that there are other vital things in teaching besides subjectmatter, marks, and records.
- (4) Human relationships were emphasized, the schools coming to an appreciative understanding of some of the great handicaps under which many pupils have to labor; in other words, the schools have become more social-minded.
- (5) The schools came to a broader appreciation of the services rendered by the welfare agencies of the city and to an understanding of the fact that all are engaged in the same job—the welfare of the public. The contacts, the cooperation, and the understanding developed between the schools and these agencies should be maintained and improved in the years to come—even after the present emergency has passed.

All of the money contributed by the Newark teachers, as referred to in this article, has been collected and spent without any expense whatsoever. As this account is being written, plans are being formulated not only to continue the relief work of the year just closed, but to be prepared for greater efforts should the coming winter require them.

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INFORMED PARENTS mean understanding parents and in most situations satisfied parents. No school can truly succeed in promulgating its philosophy by depending upon chance information that seeps home through the child.—Bernice Baxter, Chapter V.



CHAPTER X
EXCURSIONS AND EXHIBITS

ALL ABOARD FOR EXCURSIONS
EXCURSIONS IN SCHOOL LIFE
MUSEUM OF ART ACTIVITIES IN SAINT LOUIS
EXCURSIONS INTO MUSIC
VISITING THE BOTANIC GARDEN
LESSONS FROM THE ZOO

EDITORIAL COMMENT ON CHAPTER X

Chapter X illustrates how the four walls of the school-room are being pushed back to include the community. Where in early times the learner understood the world as the strained residue of many textbooks, now he examines life activities where and as they are. Several contributions to this chapter describe the technic, purposes, and outcomes of school visits. Other articles describe examples of trips to points of interest in the community. Several writers use the community zoo or the symphony orchestra to tell us of the thrills that come from first-hand experience.

An excursion is simply a means whereby facts are seen in life under competent guidance. Like books, pencils, examinations, drill lessons, themes, or songs—excursions are tools whereby the learner identifies himself with the thought and spirit of knowledge. Excursions are not ends in themselves any more than drill lessons. Like all devices they must be used by the intelligent teacher in accordance with the needs of the pupils, the opportunities of the community, and the demands of the curriculum.

No teacher can read this chapter without a feeling of awe toward the vast possibilities for education outside of the school. Under competent leadership the art museums can add perspective to historical knowledge, the zoo can eradicate superstitious fears, and the symphony orchestra can develop fine appreciations of the beautiful. What a challenge to schools to discover, to integrate, and to utilize these community agencies!

A potential danger of advertising exists in connection with excursions to factories and business establishments. For example, a principal may forbid the distribution in his school of literature about a dairy. A week later several classes visit the dairy during school hours and receive the literature. Can the principal be charged with inconsistency? Is the crux of the problem the use in school time, or the use of school machinery, or the indoctrination of children?

Previous yearbooks of the Department have given scant attention to excursions. This may be evidence that an ancient technic, recently revived by so-called progressive schools, has yet to be fully developed in connection with a majority of our American schools. For this reason we can probably benefit by European experiences as described in the chapter and several of the selected references.—*Editorial Committee.*

CHAPTER X

EXCURSIONS AND EXHIBITS

ALL ABOARD FOR EXCURSIONS

JESSIE MCCALLUM

Principal, Lyon School, Detroit, Michigan

MODERN EDUCATORS are beginning to realize more and more the instructional value of taking children on excursions or trips to places of interest in the school community. We are no longer surprised to hear the call of "All aboard in Room 303 for a trip to Mrs. Wiggs' Cabbage Patch" or "Good-by and good luck" as a group of children start out for a visit to the nearest gas station or a neighborhood garden or the City Hall or "What have you?" Every school neighborhood, no matter whether it is city, town, or country, offers opportunities for worthwhile contacts from an educational standpoint as there is so much around us that is part and parcel of our daily living and yet we know so little about its real significance. Since we are agreed that children learn more readily from first-hand experiences it is time that we studied the instructional content of our communities and began to utilize it. So let us put "Excursions" on our list of desirable school activities and then say "All aboard" for some organized planning on our part which will help to make these trips as worthwhile as possible.

Survey of community—A good way to start this organized planning would be to make a survey of the places in the community that might be considered for visitation purposes. This survey could be made by a committee of teachers or it could be a school project in which the principal, teachers, and children would all have a part. The principal's contribution might be any information regarding places to visit which would come through official notices or invitations from places which were open for inspection. Each teacher would have places in mind in which her group were particularly interested and the children would be very helpful in discovering points of interest in the neighborhood and making arrangements for visits. The following is a suggestive list of places which might be included in the survey, some of which would be found in every locality:

1. *Government buildings*
town, city, county, state
2. *Public utility buildings*
water, gas, and electricity
3. *Industrial plants*
factories, shipyards, and potteries
4. *Libraries*
main, neighborhood, and private

5. *Museums*
art and historical
6. *Transportation facilities*
railroads, depots, boats, docks, elevators, buses, loading stations, street cars, and safety zones.
7. *Public protective agencies*
fire department, police department, and health board
8. *Community centers*
parks, playgrounds, swimming pools, and club houses
9. *Gardens*
neighborhood, school, and public
10. *Public service agencies*
gas stations, garages, and telephone company
11. *Stores*
various nationalities; chain and independent; various types, drugs, grocery, and department
12. *Publishing houses*
newspapers, periodicals, and advertising
13. *Farms*
dairy, stock, garden, truck
14. *Public buildings*
office buildings, stock exchange, banks
15. *Construction work*
street paving, sewer construction, building construction
16. *Zoos*
17. *Airports*
18. *Radio stations*
19. *Expositions and exhibits*
20. *Historical monuments, tablets, and statues*

Information included in survey—In addition to making a survey of the community for points of interest for educational excursions, as they might be called, it would be a good plan to compile certain facts regarding each one of the places to be visited. This information might be tabulated in some form which would be convenient for reference when arrangements were being made for a visit to a particular place. Among the facts might be the following items:

Name of place to be visited
Reason for selection
Location
Transportation
 Cost (if any)
 Means
Visiting days
Visiting hours
Person in charge of visiting arrangements
Preliminary notification
 Time necessary
 Form
 (phone, letter, etc.)
Number of visitors allowed at one time
Remarks

The remark column will be the most interesting if it is filled in after the visits are made. It will include such warnings as, "Don't wear your good shoes when you go to the zoo"; "Let the children see the monkeys last or you won't see anything else," or many other suggestions, more or less helpful.

Stimulating interest in excursions—The making of a community survey, similar to the one mentioned, is one of the best ways of stimulating interest throughout the entire school in community excursions and a number of activities could easily and profitably follow its completion. A large map could be made showing all the places selected for visitation by the school as a whole. If possible, it is a good plan to set aside a definite place, accessible to all the children in the school, for the display of material connected with points of interest in the school community. The survey map and the information chart would form the nucleus for starting an interesting exhibit along this line. The children could be encouraged to collect pictures, clippings, or information in various forms regarding any of the places listed and, in this way, their interest would cover a wider range than if it were confined only to places they themselves might visit. After a trip, the children participating could make original contributions to the collection in the form of booklets, drawings, or models they had made. Any related material obtained temporarily from outside agencies such as industrial concerns, art institutes, and museums, could be displayed from time to time. Lists of reading references, room records of visits made, announcements of trips to be taken, are only a few of the many features which might be part of the school exhibit and which would help to develop a growing interest in the school community among both teachers and pupils.

Instructional value of excursions—In addition to compiling information regarding places to visit and stimulating interest in them, the principal has another very important duty which is to see that teachers utilize the instructional value of these community excursions so that those who participate will derive the fullest benefit. Many teachers, as well as children, think that all there is to a trip is just "going somewhere." This activity being the great outdoor sport of the American nation, we can hardly wonder at this viewpoint. We will find that adults as well as children need help in order to discover the educational advantages of the forces which are at hand in every community. For this reason, it requires training of both teachers and pupils so that they will not only "go somewhere" but will bring something back.

Analysis of objectives—It has been my experience that if an analysis of the objectives or possible outcomes of these excursions or trips is made and a preparation and follow-up, based on this analysis, is

planned and carried out, the results are far ahead of those obtained from trips which have not been organized in this manner. Both teachers and pupils should have a definite objective in mind for each trip. These will vary, of course, as we would not have the same purpose in mind in visiting the art institute that we would have if we went to a neighborhood gas station. It might be well for a school as a whole to concentrate on certain specific purposes and plan their visits accordingly. The following are suggested as being very worthwhile:

Development of powers of observation

Ability to retell first-hand experiences in an interesting manner

Knowledge of facts of everyday life

Increased capacity for worthwhile emotional reactions

Ability to organize in logical sequence, information gained through first-hand experiences

Development of feeling of responsibility through understanding of community relationships

Vocational information

Types of preparation and follow-up—When we recognize excursions as a form of instructional activity and participate in them with the definite purpose of extracting some educational value from these community contacts, the activities that precede and follow each visit will play an important part in accomplishing our objectives.

If we are trying to increase a child's capacity for worthwhile emotional reactions, our trip might be preceded by other activities involving participation in the appreciation and enjoyment of literature, music, art, or the beauties of nature. The follow-up for such a trip might provide an outlet for the children's reactions in some form of creative activity wherein his experiences would take form and would be more apt to "jell," if we may use this expression, and become a permanent part of his emotional nature.

If we wish to develop ability to retell first-hand experiences in an interesting manner, before going on a trip the group could make plans to describe the trip for some other group on its return. A program for the parents, an article for the school magazine, or a letter to an absent pupil might be planned. The children could list, in advance, questions they wanted to ask or observations they wanted to make on the trip. On their return they could select and organize their information on the basis of its interest to others by means of group discussion, and the final selection for whatever activity had been planned would be a check in determining the standard of what the group considered most interesting.

Mechanical aspects of excursions—In addition, the principal and teachers must also be concerned with the mechanical aspects involved in taking a group of children on a trip and returning them safely

to the school or their homes. The safety of the children is paramount, of course. All possible precautions must be taken to provide officers or safety patrols when crossing main arteries of traffic. Each child should be required to bring a note from his parents stating they are willing for him to go on the trip in question and parents must grant this permission with the understanding that the school will take all the possible safety precautions but, over and above that, the responsibility is theirs.

The group should be well staffed so that the burden of looking after the children does not fall too heavily on any one teacher or helper. Personally, I would rather have too many in charge than not enough. If these trips are undertaken for their educational value and are not just pleasure affairs, I feel that they are valuable enough to justify any internal adjustments which must be made in the school in order to send a sufficient number of teachers along to take care of the group with the least possible strain on the individual teacher. Often a teacher's reluctance to participate in affairs of this kind is because she does not feel physically equal to the effort. To my mind, it is the duty of the principal to see that this reason does not stand in the way.

The matter of finances is often a question that has to be considered in many localities. In some schools that have a school fund that renews itself, transportation is sometimes provided for children unable to furnish their own money. In schools where there is no fund and little money (such as my own) I found it more economical to rent buses at a flat rate instead of paying individual fares on a bus or street car. By sending the maximum number which a bus could carry, we obtained a minimum cost per child. We have managed this so well at times that we had money left over to apply on another trip. We prefer buses, also, from a safety standpoint as they do away with transferring, for the children are taken from and returned directly to the school.

Our experiences with excursions—"Where there's a will, there's a way" is an old saying and it applies to this matter of school excursions. We have taken several trips "on a shoestring" you might say. By carefully arranging our schedule and with the wonderful cooperation of everyone concerned, we have been able to visit the main library and the art institute on the same trip or at the price of one fare. It shortened our visits but we made the most of them by having a librarian at our disposal when we were in the library, a traffic officer and the bus driver waiting to help us across the street to the art institute, and a guide there to take us directly to the things we wanted to see. When we went to the zoo, the bus driver obligingly took us on a little extra trip so as to visit a park which none of the children had ever seen before. A visit to the flower show was ex-

tended through the bus company's generosity to include a trip around Belle Isle and we have had a number of other trips where private cars were placed at our disposal. Street car operators have been found very courteous and helpful even when we chose to go to one of the downtown stores during the Christmas rush season. As for our trips in our own neighborhood, we haven't begun to exhaust our resources. We have visited neighborhood schools—perhaps to see a kindergarten project or a program in the auditorium. We have put on our own programs at the neighborhood community house and invited the parents to visit there with us. The entire school, including the portables which are a mile away, went in a body accompanied by express wagons carrying our stage properties. We have gone to the community house for story hours in the library so as to get the library habit. Neighborhood gardens are a source of much information for us and our interest affords much pleasure to the owners. Our mail man instructed us how to carry on negotiations for a visit to our branch post office, the firemen are always glad to explain their work to us, the oil station attendant enjoys imparting information about all the interesting features of his station and answers questions about where the air comes from that goes into the tires and the gas that goes into the tank. A visit to a chain store and an independent store might be called a beginning lesson in economics since such problems as centralization and distribution are met. In every neighborhood there are stores or restaurants dealing in food of different nationalities and the owners are usually proud of an opportunity to talk about their wares. The mysteries of a bank need not be so mysterious if the one around the corner is visited often enough.

Technic of visitation—The writer could go on indefinitely mentioning the vistas which the name "excursions" should open to us. When we view them in the light of an activity that is very closely related to children's out-of-school experiences, we realize how important they are in the instructional scheme.

I believe there is a big field here for principals and teachers to do some constructive work in developing what might be called "a technic of visitation." For each excursion, we should have a purpose, a procedure to best carry out that purpose, and some way of checking on the outcomes of our visit so as to assist us in better planning for the excursions to follow. The degree to which our boys and girls will grow and become more observing, more understanding of their surroundings, better informed vocationally, depends on the background we have built beforehand and the extent to which we motivate and follow up these excursions into our community so as to utilize them to the best interests of the children participating.

EXCURSIONS IN SCHOOL LIFE

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THE CHILD is interested in all that surrounds him. It would seem, in our traditional school procedures, that methodically we had planned to isolate the child from his natural environment. Almost everything was vicariously rather than directly experienced. A distinct characteristic of the new education is the bringing of the child into first-hand contact with his world.

An indispensable medium in providing first-hand contacts for the child is the school trip or excursion. Some progressive schools utilize the excursion idea to such an extent as to base the major, if not all, school work upon regularly conducted excursions. Current literature, especially reports dealing with informalizing the curriculum,¹ such as activities and units of work, abounds with illustrations of the use made of excursions in modern school practise. The excursion has become part and parcel of the life of a properly conducted elementary school. Schools, regardless of their location or economic status of the community they serve, that do not provide excursion opportunities for all their pupils are conducting an inadequate, not to say antiquated, educational program.

For purposes of definition the school excursion may be thought of as a group of children in charge of one or more teachers and assistants making short or extended visits away from the classroom for educational and social purposes. The dictionary defines excursion as a brief tour or journey taken for pleasure, often by many persons at once. To this idea has been added that of educative purpose. An important phase of each teacher's work is the provision of a rich and stimulating environment in which children will have contact with ideas, and with major human achievements. Trips and excursions are necessary supplements to the classroom in providing such environment, for they invite investigation, exploration, experimentation, and gaining of knowledge and appreciation by first-hand con-

¹By way of illustration see: (a) Borgeson, F. C. *Group-Interest Activities* (Volume II of *Elementary School Life Activities*). New York: A. S. Barnes, 1931. Ch. 2. (b) California Curriculum Commission. *Teachers' Guide to Child Development*. Sacramento, Calif.: California State Department of Education, 1930. Ch. 3. Reprint of this chapter is found in *Bulletin*, 1930, No. 26, U. S. Office of Education. (c) Keelor, Katharine L. and Sweet, Mayme. *Indian Life and the Dutch Colonial Settlement*. New York: Bureau of Publications, Teachers College, Columbia University, 1931. (d) Lincoln Elementary School Staff. *Curriculum Making in an Elementary School*. New York: Ginn and Co., 1927. See trips in index. (e) Porter, Martha. *The Teacher in the New School*. Yonkers, N. Y.: World Book Co., 1931. (f) Progressive Education Association. *Progressive Education*. April, 1927. Washington, D. C.: the Association. (g) Rugg, Harold and Shumaker, Ann. *The Child-Centered School*. Yonkers, N. Y.: World Book Co., 1928. Ch. 6 (especially pp. 74-85). (h) Stevens, Marion. *The Activities Curriculum in the Primary Grades*. Boston: Heath and Co., 1931.

tact with life, people, occupations and creative works of man, local environment, and the world at large.

One writer¹ suggests that the term "trips" be reserved to designate the short journeys to industrial and commercial plants in the community, public buildings, nature and other trips that correlate rather closely with the regular work of the school. The term "excursion" he proposes should apply to the longer, less frequent trips to more distant points, and which may consume more than one day's time—savoring somewhat of the commercialized sight-seeing connotation of the term. In the present discussion the two terms are used more or less synonymously.

It is not the purpose here to discuss procedures involved in preparing for and conducting excursions, financing, schedule problems, or post-excursion activities. This treatment will, on the other hand, suggest values that have been realized from excursions, indicate the variety of school excursions that are possible, and report current practise and trends.

Values—First-hand knowledge is realistic and dramatic and therefore results in permanency. Nature holds much that she can unfold to childhood only through direct means. Local environment and events present a wealth of instructional material. To withhold these riches from the child by keeping him in the classroom during the entire school day, week, or month is no longer tenable.

School trips and excursions that are carefully planned and guided result in a variety of outcomes. Some of these are values that are difficult or impossible to procure through any other type of activity. Among the outcomes are the following:

1. Acquaints the child with his environment in nature to the point of reasonable recognition—a state never reached by the child who is limited to classroom textbook experience.
2. Relates school work and school life to out-of-school work and life. One writer assures us that no agency is so potent as the excursion in this regard. Another writer says excursions are the best means of acquiring first-hand experiences with nature as well as many other experiences.
3. Gives concreteness and impressive realism to work—it vitalizes, intensifies interest in, and affords a basis for the work in the classroom.
4. Establishes pupil-teacher rapport as nothing else can. The pupils discover the teacher to be an interesting human being.
5. Teaches civic, economic, and social interdependence and relationships of all people. It helps as much as any single factor to eradicate provincial and social prejudices.
6. Arouses interest in and sympathetic understanding for people of all vocations. Textbook experience only partially succeeds in this, resulting usually in an impersonal or detached attitude.
7. Acquaints the prospective citizen with his community and provides a realistic basis for development of citizenship. It is a powerful agent in de-

¹McKown, Harry C. *Extracurricular Activities*. New York: Macmillan, 1927. p. 268.

veloping true patriotism in contra-distinction to the chauvinistic type frequently developed in schools.

8. Introduces the child, first-hand, to some of the marvels of an industrial civilization.

9. Develops habits of safety and protection on the street and in dangerous situations.

Many valuable outcomes of the trip and excursion experience are those which may also accrue from other types of elementary school life activities. Elementary school life activities¹ are defined as those pupil experiences, be they curricular or extracurricular, in which assuming responsibility, making decisions, directing activity, and securing pleasure, by and for the children, are of major importance. The definition itself suggests the significance of the outcomes that these activities have in common. Some of these outcomes that usually accompany excursions are the following:

1. Develops initiative, social cooperation, judgment of relative values, ability to plan and execute, leadership, courtesy, and similar personal qualities.

2. Awakens an appreciation and enjoyment of the beautiful, and leads to joyous expression of the child's ideas of loveliness.

3. Provides valuable situation for guidance, both vocational and educational. The teacher frequently is placed in an opportune situation for discovering unexpected and latent talent in pupils.

4. Offers opportunity for "new experiences"—the burning desire of all healthy boys and girls. It provides somewhat controled situations through which their horizons are extended.

5. Inculcates a type of activity that is distinctly a worthy use of leisure time.

6. Sets up situations and materials for a high type of intellection—e.g., the child's concepts are extended and clarified.

7. Sharpens the senses.

8. Instills a deeper sense and appreciation of one's opportunities and responsibilities. It tends to influence each child to make the most of himself.

These and other values to be derived from the excursion will be attained in the extent to which teachers as guides are not only cordial to this phase of school life but also enthusiastic and competent. When supervisors, principals, and parents are in like manner supporters of the idea, astonishing results attend.

Knowledge and appreciation are not the only tangible outcomes to be expected from excursions, as is to be noted from the lists above. The following skills and attitudes are suggested as resultants of excursions by a committee² in one of the writer's classes in elementary school life activities at New York University:

A. Skills and abilities in which growth probably will be evident:

1. Knowledge of environment
2. Written composition

¹Borgeson, F. C. *All-School Activities* (Volume I of *Elementary School Life Activities*). A. S. Barnes, 1931. Ch. I.

²Members of the committee: Jeane M. Driscoll, Kate Dykeman, and Mary Symons.

3. Ease and freedom in giving interesting oral reports
 4. Knowledge of how to travel by bus, trolley, boat, subway, elevated, and train
 5. Use of library and other sources in the selection of needed materials and information
 6. Oral reading in an audience situation
 7. Courtesy in oral discussion
 8. Knowledge of particular subjectmatter
 9. Practise in penmanship and letter writing
 10. Practise in sketching and choosing good illustrations (for an after-trip book or newspaper)
 11. Bookbinding
 12. Business methods (if class raised money for expenses).
- B. Habits and attitudes developed and strengthened:
1. Observing thoughtfully
 2. Reporting accurately
 3. Conducting oneself conventionally in public
 4. Carrying through a preconceived plan of action
 5. Social cooperation
 6. Learning to appreciate resources of one's own environment
 7. Toleration and sympathy for fellow men.

Variety of excursions possible—When elementary school children (and teachers) are given opportunity to investigate their surroundings, all sorts of what's, where's, why's, and how's arise. If teachers are adequately trained, school administrators imbued with proper attitudes and educational vision, and parents enlightened to their educational values, an endless number and variety of trips and excursions will be emanating from our elementary schools, both public and private.

The reader is referred to the books listed in the footnote in the early part of this statement for specific suggestions as to worthwhile trips and excursions for children in the elementary school. The extent and nature of excursion possibilities is here suggested by the following list of conceivable classifications:

1. As they relate to curricular subjects
English, geography, history, civics, nature, drawing, music, physical training, home making, shop, arithmetic.
2. By grade levels
Primary, intermediate, upper.
3. According to distance
Within walking distance, or not.
4. As to amount of time consumed
Class period, half-day, school day, full day, over-night, week-end, full week.
5. By type of excursion, according to nature of object, place, or event to be observed
Public buildings, transportation systems, commercial and industrial enterprises, educational institutions, pleasure, nature, agricultural, and related pursuits.
6. In terms of major objective in mind
Information, fun, health, esthetic appreciation.

7. According to treatment of materials

- a. Illustrate facts already known, for emphasis.
- b. Collect data (at source) which will aid in problem solving by pupils.
Basic to the large unit of work idea.
- c. Aid to teacher in making concrete a point to be made.
- d. Introduction to new fields of activity and interest.

Current practise—A real lack of unanimity of practise with regard to trips and excursions is evident in American elementary schools. In the spring of 1930 the writer received reports from 524 principals of elementary schools stating what trips and excursions had been conducted by teachers in their schools for that school year. The schools were located in all sections of the country, but, through a limited amount of selections, were somewhat better than typical of the country at large. A large number of trips are reported in common by but a distinctly small percentage of the schools. This situation, however, along with the fact that every third school reporting took the trouble to report one or more excursions not in the writer's checklist, is an index of the endless variety of excursions that are now an integral part of elementary school life in this country.

Over one-third of the 524 schools conduct trips to museums of various sorts and to parks, and conduct field trips many of which grow directly out of classroom work. Trips to fire departments were experienced by children in 30 percent of the schools reporting for the school year 1929-30. If a six-year period were studied this and other percentages would jump up considerably. No single trip is so popular among elementary school children as that to the fire department. One-fifth of the schools report excursions to historic landmarks and to factories.

Many excursions by their very nature are likely to occur but once for a given class of pupils. Most popular of these trips are those reported by from 10 to 15 percent of the 524 schools. Chief among these are trips to bakeries, bank, courthouse, dairy, greenhouse, ice cream plant, newspaper plant, postoffice, railroad station, shops and stores, telephone office, and zoological gardens.

No age or grade level has any special claim to excursion activities. The kindergarten and first grade trips can be and are as educationally and socially significant as are those of the junior high school. Among the elementary school grades it would seem that, at the present stage of development, the primary grades are more actively engaged in trip enterprises than are the intermediate and upper grades.

Trends—As implied in the earlier part of this report, the use of trips and excursions has definitely been established as an indispensable procedure in the new education. The progressive education movement with its large units of work, the activity curriculum, child interest basis, and creative self-expression of pupils, assumes trips and excursions to be but details of a larger picture to be taken

for granted, and rightly so. Nothing has been said of the remarkable progress of this type of pupil activity in Europe, especially in Teutonic countries. A comparison is likely to put rich America to shame!

Children's eagerness for trips and excursions is readily detected in their preparation activities, as well as their intense interest while the activity proper is in process. That it is not temporary phantasy is evident from pupil statements voluntarily appearing in elementary school newspapers, which enthusiastically acclaim the joys and successes of excursions experienced.

America will be accomplishing a first step in excursion practise when every child shall somewhat systematically be experiencing on the average of one excursion per month throughout his entire elementary and secondary school career. In the course of his six years in the elementary school each child should have experienced just about every conceivable type of excursion available and feasible in the community and section of the country in which he resides. Thus will the child truly be inducted into the life of the community.

AN IMPORTANT DUTY of the principal is to sell his school to his community. Parents and the public generally must look to the school as a major center of social stability and enlightenment. Although the principal may be in a fine sense "a good salesman" his constructive efforts are often lost because of the inability of other school workers to establish effective community contacts. There is then the problem of the principal using, advising, and guiding such helpers as the attendance officer, the visiting teacher, and the school nurse so that they contribute in a positive way to the school's work.—A. J. Williams, Chapter IV.

MUSEUM OF ART ACTIVITIES IN SAINT LOUIS

MARY POWELL

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A MODERN MUSEUM of art does not serve the community to the fullest degree unless it is able to reach children as well as adults. Pleasant associations must be established and an effort made to contribute to the child's acquaintance with beauty in art.

Appreciation develops only through intimate association. Familiarity brings knowledge and with it comes increasing pleasure and understanding. It is essential, therefore, in making contacts with children that they be brought to the museum. The beauty provided should give delight and be adapted to the child's power of apprehension. Knowledge of strange folk and the history of man can be directed to the understanding of art. Forms and ideas accepted centuries ago are difficult to realize until some explanation is made which shows them as meaningful shapes adapted to useful purposes when their underlying patterns of line, rhythm, and color are revealed.

Mutual interests of school and art museum—A consideration of these elements in art appreciation has brought about a closer cooperation between the public schools and museums in all parts of the country which has resulted in the organization of educational departments in museums. The staff members, however, are not so much instructors as stimulators of vision since the work is based not upon giving information but on leading children to see clearly and deeply.

Though the initiative for school visits has come from the museum, the response has been eager and voluntary and the choice of subject has been left entirely to the teacher or supervisor.

The museum is a perfect laboratory for the art teachers and their cooperation is taken for granted, but the broadest possible use of the museum for visual material for subjects other than the arts may be made by all teachers. Because museums arrange their collections by periods and countries, classes in history, geography, and literature may be supplemented to great advantage by museum visits. The colonies of the Revolutionary period should have a fuller meaning for the class that has seen the early American rooms. Children studying China will have a greater understanding of that country if they may see the many objects which, in addition to their beauty, illustrate so well the manners, customs, and ideals of the people. Such visits, definitely aimed, become an integral part of the school work and are of much greater value than the sight-seeing type of visit since they tend to vitalize the school subjects which are in need of illustrative material with which the museum is so richly endowed. Relating school study with the museum will bring about a greater

interest in art, and children who visit the galleries in classes return again for their own individual pleasure.

Story hour—Many opportunities are arranged for children who come to the museum on Saturdays. A story hour is held every Saturday afternoon. It is an especially important agent in the work with young people as it is the only occasion when children not in classes from schools assemble in the museum.

A definite program is scheduled for the story hour. A myth, folk-tale, or legend which relates to some museum object or group of objects is told to illustrate the subject of the story hour. There is no formal teaching but emphasis is always upon the appreciation of the objects. Thus the child is led to bring what he knows to the understanding of what he sees and art becomes a part of his everyday life, greatly enriching his experience.

A feature of the story hour is a demonstration each month of some process of art. The artists who make the demonstrations are invited not only because of their ability as artists, but also because of their power to interest children as they are expected to explain and describe processes as they work. Such subjects as "How a Statue Is Made," "About Pottery," "How an Artist Draws," "The Art of Weaving," and "How Jewelry Is Made," have turned the consideration of children to forms of art other than painting. Also, motion pictures produced by the Metropolitan Museum of Art and the University Film Foundation have been used instead of demonstrations whenever feasible. Demonstrations are an exceedingly popular feature of the story hour and have proved to be very effective in stimulating interest. They give variety and added point to the work. The round-eyed, keen attention of the children indicates their eagerness in finding out how things are made.

Drawing activities—So many children came to the museum long before the time for the story hour that it was found expedient to organize these early arrivals into constructive groups; therefore, the hour preceding the story hour is given over to a period for drawing and games.

The purpose of the Saturday afternoon drawing groups is to develop the children's powers of observation rather than to teach them to draw. Hence a simple object from the museum's collection of paintings, sculpture, or decorative arts is selected. An analysis of the essential character of the object is made before the drawing begins. Encouraged by leading questions, the children describe the meaning of its subject and how it is expressed through character of line; and after brief suggestions about relative proportions and direction of lines have been made, the children draw with crayon the general outline of the object. Boards, paper, crayons, or pencils are furnished. Accuracy of representation and perspective are not

stressed and dexterity is not required. The child's drawing inspired by the original is never a copy but possesses a spontaneous directness that is his own individual reaction to that which he has perceived.

From the drawings produced the best are selected and exhibited for a few days in the fall and the spring. Great pride struggling through modesty and shyness is the general air of those youngsters whose drawings are displayed. Small prizes consisting of boxes of crayons, sketch pads, reproductions of the museum's painting, and honorable mentions are awarded those whose work according to age and effort is deemed the best.

This encouragement to draw, the materials for their use and examples of art work for their stimulation, the privilege of working without supervision or not too seriously, unaided and uncriticized, have enabled children to find much constructive pleasure and interest in the galleries. The drawing groups number nearly a hundred children each week and those who come regularly show marked improvement in their work.

Games—Museum games are devised to familiarize children with the museum's collections and to lead to a better understanding of the technical aspects of art. To quicken observation and differentiation of colors, the younger children play a guessing game in such colorful collections as may be seen in the Chinese and Persian galleries. To show them where certain objects may be found, a game known as "treasure hunt," in which small unlabeled photographs of objects pasted on cards are given each child to identify, is perhaps the most popular. A game for older children is a search for pictures or objects illustrating technical terms which have been explained to them beforehand. Other games seek to bring out observation of materials, subjects, types, and other qualities of works of art. As a result those children who take part in the games regularly are quite familiar with the museum collections and know unhesitatingly where to look for different classes of objects and paintings.

Young children—Recently a story hour for younger children was initiated. It was done with the idea of providing for the younger brothers and sisters for whom the regular story hour is too advanced. Usually about three short stories rather than one long one, are told, having been selected for brevity and simplicity of content and having some relation in subject to museum objects. These younger children have their own small groups for drawing and games whereby these activities can be adapted to, and the participants may be given, the more individualized attention which their age demands.

Conclusion—The underlying conviction which forms the foundation of the work is that a museum with fine works of art constantly on view develops in even the youngest child taste and appreciation

for fine and beautiful things if the instruction, or rather guidance, constantly stresses ideals of beautiful or characterful form, color, design, and craftsmanship. The museum's function is not to produce artists but appreciators of the fine arts. The greatest opportunity is with children and it is necessary to associate children with beauty for their own enjoyment that they may develop "a love and knowledge of art." The present achievement is a real pleasure and sense of ownership in the collection. One little boy's mother remarked: "You do not know how keenly Charles feels that the museum and everything in it belongs to him."

THE SOURCES of a child's difficulties are not peculiar to homes where poverty and ignorance prevail, but are found in equal variety and seriousness in families where the parents give the child everything intelligence and money can provide. The problem of children in poorer neighborhoods is often intensified by the larger social problems of the community, inadequate income, broken home life, and poor recreational facilities, yet schools in well-to-do neighborhoods show the same number and range of problems. Visiting teacher service is applicable to any school and the most enthusiastic support often comes from parents who are educated and in a position to carry out fully the recommendations the visiting teacher makes. Therefore, when visiting teacher service is first introduced into a school system it is advisable to initiate it in the schools in comfortable or well-to-do neighborhoods. Its application to schools in poorer neighborhoods is more obvious and its extension to these schools will naturally follow.—Elizabeth H. Dexter, Chapter IV.

EXCURSIONS INTO MUSIC

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Saint Louis, Missouri*

WEBSTER'S DICTIONARY tells us that the word education is derived from the Latin *educere*, meaning to lead out. A leading out, a drawing forth then, of those spiritual, mental, and physical qualities which, in a greater or less degree, are inherent in that curious compound of living substance which makes up an individual.

The word *education* like all word currency in ideational exchange has lost the freshness of its new-minted meaning. It has come to signify "the impartation or acquisition of knowledge, skill, or discipline of character"! Impartation and acquisition have no essential relation to drawing out. The one word implies gifts, the other gains. Gifts and gains are eminently practical in a materialistic world—but our materialistic civilization is on the verge of bankruptcy! That is why one believes "education" must return to a more preventive significance than gifts and gains imply.

The symphony orchestra has a proper place in a wise scheme of education. It draws forth from the individual—to the extent of his responsiveness to immortal music—resources of perception which open the way to an enduring wealth. Wealth, perhaps, in the Paulian sense: the weal, the good, of solacing beauty. After the gloom, the perplexities, and the despairs of recent years perhaps we may perceive the one great truth of history: that the only survival from any civilization that has preceded this mechanical-materialistic regime of ours is the beauty it created.

What are we trying to do?—In Saint Louis the Symphony Orchestra has its only approach to juvenile education on an excursive basis. Some students make trips to its concerts. Some of its concerts make excursions to pupils.

"Student concerts," given in the regular concert hall, are supported by the subscriptions of pupils of the public and private schools of Saint Louis and the suburban areas. Their purchases of group seats practically exhaust the hall's capacity for the series of concerts.

The "public school" concerts are those given by the orchestra in the auditoriums of the city high schools. These concerts are purchased outright by the board of education. Unfortunately, the limited seating capacity of the auditoriums makes it possible to admit only certain individuals from a few classes selected by school authorities.

Before the "student concerts" a study outline with thematic excerpts is distributed among the teachers of the participating schools. The outlines are prepared by a national figure in the field of chil-

dren's music, Dorothy Garnor Blake, and they also list phonographic records for illustration. Each concert presents a certain group of instruments, brought forward prominently in the program to be played.

The programs of the concerts given in the public school auditoriums contain a bulletin prepared by the writer. These bulletins are for use either as program notes or as a study outline for classroom. Vivid memories of classroom attempts to take a masterpiece apart and analyze its beauty survive the writer's high-school days and have kept him from that or from trying to cram into any teeming young head of today a single fact for fact's sake. Rather through the "program" of the work, its lack of program, the story of ballet, or drama (if an incidental excerpt is to be played) or by reciting biographical facts which may have had bearing on the composer's emotional life at the time the bulletin attempts to arouse interest in (a) the mood of the music, (b) the emotion of the composer which brought the music into being, (c) the personality of the composer, and (d) the significance of the particular composition in the historical development of the art of music.

Creative listening as the goal—The two series of educational concerts presented by the Saint Louis Symphony Orchestra are rooted in theories which are poles apart. Each is representative of a distinctive approach to music, and the fact that they thus exist coincidentally is evidence of how vague and fumbling is our understanding of the relation of symphonic music to education. Neither that remark, nor those which follow, is uttered in a spirit of captious criticism. Much undergrowth must necessarily be cut away if we build a road through the forest. And surely with regard to the place of symphonic music in a scheme of education we are as babes in the wood.

One school of thought proffers its theory as "musical appreciation." It aims to teach appreciation by familiarizing the student with the orchestral instruments and "their plots and purposes," with outlines of musical form, with analyses of structure, and with the exposition of themes. In general, the "student concerts" given in the school auditoriums by the Saint Louis Symphony Orchestra, are related to that scheme.

Diametrically opposed in principle, is that school of thought which in the words of Richard Wagner advocates "displaying and beholding." It presents the symphonic program much as in our schoolrooms we exhibit casts of the Victory of Samothrace, of Michelangelo's "David," of Rodin's "Thinker"; reproductions of the paintings of Raphael, Rembrandt, da Vinci, Velasquez, the masters, great and little, primitive or modern; and photographs of the Egyptian pyramids, the Parthenon, the Roman Forum, the Taj

Mahal, and the great cathedrals of France and England. This school of thought seeks, through the elementals of displaying and beholding, to draw out consequent associational reactions evoked from the individual. No more than in the case of those other cultural surroundings does this philosophy advocate the *teaching* of sculptural anatomy, chiaroscuro or architectonic, to evoke reaction to art works in the schoolroom. The Saint Louis Symphony Orchestra's "public school" concerts, by program and presentation, are affiliated, in spirit at least, with the "displaying and beholding" school.

It is but frank to avow in passing that the writer's sympathies lie largely with this latter school. The educational problem, it would seem to him, may be summed up in the phrase "creative listening." The goal is the pupils' achievement of type of listening which will create within themselves, and through their response to music, personal resources available to aid in meeting such spiritual crises as so often nearly overwhelm us all. Creative listening implies a participation by the hearer in that spirit of poetic wonder, in the presence of Existence, which originally inspired the artist. That physical statement of the artist's perception of beauty which we call art tends to educe from the beholder the spiritual catharsis, perceived by Aristotle as the essential of tragedy, which is not less elemental in all great art.

The informed understanding of those characteristic technical processes of symphonic music—which understanding is an essential of the "musical appreciation" school—is an absolute negation of the spirit of wonder. For the essence of "appreciation" is a just estimate, which by its very justness and comprehensiveness excludes the idea of wonder.

However invaluable an appreciation of the craftsmanship in music may be to an understanding of the science of music, those details of technic have nothing whatever to do with the *spiritual genesis* of music and have still less to do with establishing the *educational significance* of music. Technical knowledge is no more essential to the enjoyment of a symphonic concert than classes in sculptural anatomy are essential to a curriculum because our schoolrooms display masterpieces of sculpture.

Wagner's genius in a flashing phrase once comprehended the whole art of musical composition and the whole art of creative listening when he declared: "Poetic wonder is the highest and most necessary product of the artist's power of displaying and beholding."

Are we attaining our ideals?—Actuality is a relative thing. Ideality is not. We of Saint Louis are remarkably fortunate in the one sense because of the opportunities proffered our children to hear symphonic music through these "excursions." But in approach to the ideal we are poor indeed.

The observation of a decade suggests that the student concert courses are attended by the average individual pupil for perhaps three years. Under the appreciation theory there should be established, therefore, a standard of progression which has definite relation to the average term. But the influx of new auditors each season scarcely permits such a program. A series of fifteen concerts in that three-year period should, and undoubtedly does, serve to determine to a large extent the auditor's receptivity to musical influence, and to establish certain habits of listening and mood-participation which will be of undoubted service to the individual in after years. Yet the fact that the element of progress is banned by the heterogeneous character of the audience leaves much to be desired.

More deplorable is the situation with the public school concerts. Attendance is necessarily limited by the size of the available school auditoriums. Not every pupil can hear one of the four concerts. It is necessary to permit only high-school students to attend. Nor are the opportunities available to all of them, but only to pupils chosen by the teachers and musical supervisors upon the basis of demonstrated capacity and love for music. Thus it might be possible for an individual pupil to hear one concert every year of his four years in high school, but it is not at all certain that he will do so. This designated attendance makes impossible a four-square affiliation of these public-school concerts with the "displaying and beholding" school of educational thought. In its practical working-out the plan makes the concerts adjuncts to school-music work, instead of setting them forth as works of art for personal reaction rather than for detailed study.

Are excursions into music enough?—The failure of each of the two concert plans to achieve the ideal of that theory to which it is allied is due to the excursional character of each undertaking. If it has been necessary to point to those failures it is obviously by way of emphasis upon the need for something more than an "excursional" relationship of symphonic music to a practical education which helps us to live rather than merely to make a living.

For three quarters of a century an insistence upon materialistic values has pervaded our national life. During the last fifteen years (in the course of which it has almost reached the proportions of a pandemic mania) there has kept pace with our national philosophy an emphasis upon *materialistic values* in education. But the curious thing about this debacle which we so euphemistically term "depression" is the sudden emphasis instinctively placed upon spiritual values.

While amusements as amusements languish, so that playhouses are dark and the electric glory of the motion picture palaces fades, there has been a well-defined return to the solace of music as though

it were essential as support in such a crisis. In materialistic terms this is reflected in an increase of 12 percent in the Saint Louis Symphony Orchestra's regular subscription concerts with a singular increase of 30 percent as well, in the sale of individual seats for specific performances. The Civic Music League has a waiting list for memberships based, of course, upon admission to its concert series. Three series of chamber music concerts in Saint Louis are completely sold out, where one series could never flourish before. The Cueny Concert attractions for the year have been marked by sold-out houses. It is a striking demonstration of an instinctive and vital need for music, which in the very heart of the "depression" translates itself into terms of dollars and cents.

Consumatum est—In the economy of life it seems to me there is a distinct place for symphonic music, both as a recreational and as a spiritual aid to living. It has a distinct place, therefore, as *integral to*, rather than as an *excursion from*, the preparation for life by education. We do much in our city but that much is pitfully meagre once we realize that it is only excursions. The writer has neither the wisdom nor the power to decree what should be done. He cannot even predicate infallibility in his preference as to the proper educational approach to music. But he is content if, by this sketchy survey of the relationship of symphonic music to education in Saint Louis, he has contributed to two convictions: (1) that whatever we do is a comparative failure until we can place before every child the opportunity of developing within himself the resource of that music as an aid to living, and (2) that such music, like all the great art of the world, is essential to that culture which must be the basis of any civilization which can survive the debacle of materialism.

WHEN WE VISIT THE HOME the idea should be established in the child's mind that we intend to report as many really *pleasant* things as possible. To locate the good in children we must study them, listen to them, and judge them according to child standards. Thus equipped the teacher's visit to the home can do much to lift the level of school morale.—Myrtle H. Holtberg, Chapter IV.

VISITING THE BOTANIC GARDEN

ELLEN EDDY SHAW

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THERE IS NOTHING NEW in the idea of visiting classes. The image brought to mind is that of a line of children transported by some means to a city museum or park. Usually, there follows the conducted visit with its variable impression of information on the pupils. Since the teacher must put in a great deal of effort and thought, the results from such visits should be educationally worthwhile. All of us, who are interested in education, realize the value of utilizing the visual aids of outside institutions for the enrichment of class topics.

General plan—In connection with several public elementary schools and with some private schools, the Brooklyn Botanic Garden has been carrying on an experiment in intensive visiting. Instead of one visit from a class of fifty children once a year, we have a weekly lesson for a grade for a period of from five to six weeks. The following examples illustrate the topics for two units of work:

UNIT OF SIX LESSONS—SPRING

1. Shrubs and trees (outdoors)
2. Planting seeds
3. Soils: kinds, experiments
4. Transplanting seeds
Wild flowers we should protect
How to mount plants
5. Market vegetables and plants
6. Parts of a plant

UNIT OF SIX LESSONS—FALL

1. Seed dispersal
2. Trees (outdoors)
3. Trees (outdoors)
4. Parts of a flower; bulb work
5. Handwork—Mounting of specimens of leaves of trees;
Making mounts of seeds
6. Thanksgiving fruits

This year it has been possible to go a step further. In working with several schools the regular course in nature study is used as the basis for the lessons at the Botanic Garden. With the formal nature study lessons covered during the excursions the classroom teacher is able to devote more time to the application and follow-up work in the school. After all, the interest of the classroom teacher and the school principal is necessary to the success of the class visits.

In the following sections we shall follow some of these classes to see what comes from the visits to the gardens. Then we shall give

attention to a large auditorium group to see how various devices help in obtaining similar results.

One group studies trees—At the present time a fifth-year class from Public School 206 is taking up the following topics: (1) seed dispersal, (2) the study of common trees (as laid down in the curriculum), (3) the planting of bulbs, and (4) some common classroom plants, and birds.

The first lesson, seed dispersal, was chosen as the start because of material at hand, and because the first meeting of the group came upon a stormy day. The course of study prescribes the following sub-topics under seed dispersal: (1) seeds that fly, (2) seeds that fall, and (3) seeds that have hooks. The plan was changed slightly in order to enlarge the scope of the sub-topic of seeds that have hooks, and to add to the topic of the dispersal of seeds by water. Eventually the topic worked with the children was: "How Nature Disperses Her Seeds by Wind, through Self-Sowing, by Animals, and by Water." The point stressed was that nature could and would reproduce herself even though there were no humans on the earth. The following seeds were used as illustrative material: milkweed, clematis, ailanthus, maple, black walnut, acorns, burdock, stick-tights, Queen Anne's lace, and lotus pods. Samples of these seeds were placed upon a table and many little experiments tried to demonstrate the methods by which the seeds were scattered. After that the children themselves carried on a review, taking up the different seeds and questioning one another. Lantern slides were used to show how nature disperses the seeds. The period concluded with the children selecting new and interesting words to use in making riddles and short stories. Similar lessons will be arranged up to the final activity of making "mounts" or exhibits of the seeds to show the different methods of dispersal. All work is correlated with classroom lessons in English composition and spelling.

On their field trips the pupils note the type of dispersal of different seeds represented by the trees examined. Other points noted on the field trips had to do with the bark, buds, leaf shape, leaf arrangement, time of bloom, and the fruit of the trees. Before the class goes to examine live trees they inspect simple and compound leaves in the classroom and study the opposite and alternate branching of twigs. In the field children are divided into two groups of eighteen each so that they may move readily about the grounds to examine each tree in accordance with an outline. Each field lesson proceeds in this manner until fourteen specimens have been examined. Lantern slides on trees are used to review the field work and then these same slides are taken to the school for an auditorium period. Herbariums made from the mounted specimens of the leaves of the trees studied are often prepared as gifts to the school's nature room.

A group studies the Japanese garden—A class from the Brooklyn Ethical Culture School comes alternate weeks. In the first week the class visits the Botanic Garden, and the next week the classroom teacher takes up the new words and topics in the spelling, writing, and oral English. At present the group is studying the topics shown herewith as "Unit—Fourth Grade." Since this class is studying Japan, the Japanese garden will be a part of their study. It is hoped that from this real garden, planned and executed in the beginning by a Japanese landscape gardener and Japanese carpenters, a bit of the feeling of Japan will go over to the school. The children have prepared a miniature Japanese garden to take back to school so as to explain the garden's features to their classmates.

UNIT—FOURTH GRADE

1. Trees—leaves, bark, fruit
Horsechestnut, tulip, oak, willow, maple
2. Seed dispersal
Review of trees
3. Parts of a flower
Japanese garden
4. Greenhouse handwork—Mounting of specimens of leaves of trees;
making mounts of seeds
5. Evergreens—Field lesson

Studies in the greenhouse—During last spring a group of children from Public School 36 carried on a series of lessons in the greenhouses. These lessons had extended over three or four years of con-



Figure 1—Pupils Ready To Take Plants Home after a Lesson on Repotting Bulbs

tact with this school. At the end of the period of study, the children were able to enter the greenhouses, start their work, and with no teacher influence, make cuttings, repot plants, mix soils, and explain the whys and wherefores of their work. Units of work with groups of forty to fifty children, while large for the best individual work (and considered in private schools too large for best results), may result in practical and worthwhile outcomes.

Auditorium activities—Our auditorium at the Brooklyn Botanic Garden will seat approximately five hundred and seventy-five children. Does it seem impossible to make a lesson individual and personal with a group of that size? The writer believes not. These are devices which we have used successfully, with the support of the teachers and principals of Brooklyn, in teaching large groups of children.

In the first place almost all the large groups (two hundred to five hundred pupils) come by special invitation. That is to say, the affairs are in the nature of parties without refreshments. Special invitations are sent to schools inviting one grade. For example, if the Botanic Garden is presenting the rubber industry as a native industry in South America we would send invitations to the six-year classes of the selected schools. Sixth-year classes are invited because South America represents a part of the geography study of that year. These invitations go to thirteen schools. One school each time is invited to come early. This class is really a reception committee. They go out with flags and banners to meet the various classes and



Figure 2—Group Making Posters To Show How To Pot Bulbs

conduct them to the building. Ushers from the same class take the new arrivals to their places in the auditorium.

Once a very amusing incident happened in connection with this plan. We had explained to our reception committee that they were to meet all incoming groups. Of course, we thought that they would understand we meant for them to conduct classes of children. Soon after, there came marching across the garden a group of adults gallantly conducted by two small boys with flying flags. When the adults arrived at the auditorium they explained that the boys had insisted upon escorting them to the building even though they had no desire to come in. It was amusing that two small boys with flying flags could make adults do something that they had no intention of doing. Perhaps, this incident illustrates the psychological effect of the formal reception upon the classes of children.

Many times a school orchestra will come to play at our auditorium party. Schools sometimes send one or two violinists. Principals allow the music teachers to go to the auditorium to conduct the group singing. The reception committee and the ushers add a great deal to the dignity and importance of the occasion.

When the classes arrive they find all of the illustrative material on the subject of rubber assembled on the platform. If a class or two arrive early this material is at once taken up and discussed. When the entire assemblage has arrived, the children who have already had their lesson, teach the others. Just as far as possible, the attention of the auditorium group is fixed and held by every possible appeal to eyes and ears.

We use lantern slides before the motion pictures. This order of procedure is an excellent one, because the slow-moving lantern slide allows one to pick out certain points for explanation before the more active motion picture is shown. There is never the slightest disorder or confusion because (a) it is not permitted, (b) every group realizes that it represents its particular school, and (c) at any moment members of the class may be called upon to go to the platform or to answer questions. Constant personal follow-up tends to unite a group into an interested unit and to make each individual feel that he cannot afford to miss a point.

At the close of the auditorium talks there is a grand march into the greenhouses to see the rubber trees and other South American plants. Many times the procession moves out upon the grounds to see something of interest at the particular season. Such incidental trips are preceded by lantern slides of what is to be seen on the outside. In the springtime special days are held, such as Lilac Day, Rose Day, and Iris Day.

Other types of visits—Many times school groups come just for a trip around the grounds. These groups may contain as many as

eighty children representing two classes. Mimeographed sheets are passed out to them, explaining step by step what is to be seen on the grounds. This explanation sheet fixes attention and forms the basis of review when the class returns to school. In all cases, regardless of what they come for, classes are always assembled for a formal greeting and for the purpose of working out beforehand exactly what is to be done and seen.

Conclusion—There are two very definite aspects to visiting class work. The first phase is management—it is a real administrative problem to assemble, to arrange, to impress, and to handle a large group of young people so that they shall become an attentive, earnest, eager, and appreciative group. The second phase of class visits is one of education—the lesson must carry with it something that could not possibly be taught in the classroom. The classroom teacher should feel that she has come in contact with something beyond the possibilities of her teaching in the classroom.

Finally, this fact must be kept in mind: there must be a real gain from the class visits. The presence of children at the Botanic Garden (or exhibit) represents a sacrifice of school time which is being paid for by the parents. Also, the excursions mean that the principal and the teachers have given sympathetic attention to details. These investments of time and money make it necessary that our work at the Botanic Garden shall impress the youngsters who visit us and through their new interests shall benefit many others.

THE NURSE'S special training is the key that opens many doors. Since most families today have had some experience with emergencies, the nurse is a symbol of friendly help. This friendliness gains the information and cooperation of the family which can be turned to the advantage of the school's program. In an atmosphere of understanding between school and home the pupil can develop and grow satisfactorily.—Wealthy Ann Robinson, Chapter IV.

LESSONS FROM THE ZOO

MARGUERITE VIERHELLER

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FROM THE VERY BEGINNING of the zoological garden idea, even back as far as when a few people first dreamed of grouping various species of wild animal life together into a permanent, functioning organization for public display purposes, most of the arguments in favor of the movement dealt with the benefits that the children of the community would derive from such a showing. The Saint Louis Zoo was no exception. Those same arguments in which the children played so large a part also prevailed during its history. When its sponsors asked the people of our city to provide the zoo with a definite, yearly system of funds in order to insure future progressive development, their strongest appeal (and the one which helped most to win their cause) was made through the school children. Of course, as the zoo prospered, other strong arguments in favor of its existence were introduced. The benefits that the community itself was gaining from an attractive and well-equipped zoo could not be overlooked; but nevertheless, the old battle cry concerning the children has been carried over. With so much stress placed upon the benefits that children can reap from a zoological garden, it seems very possible that questions may come into the minds of many who give the matter some thought. It seems logical for these people to ask, "Is the zoo actually rendering beneficial service to the children of our community, or is all this talk merely a campaign argument without much depth?" And, "What does the zoo actually do for the child?" Also, "Can it do any more than amuse him?"

If the zoo really did no more than amuse the child, it would be serving a worthwhile purpose. If the zoo helps him use some of his recreation in a way that can keep him interested and thus divert his attentions from many types of mischief which might tend to thwart his development along constructive lines, it most certainly is helping solve an important problem. A child craves and, more than that, needs wholesome amusement; not only to keep him in a cheerful and more acquiescent mental state, but also to help guide him along the paths which lead to sound character development.

At the zoo the child sees the living representations of the life he has hitherto seen only in pictures or in the mental images that he has formed after reading about them in his books. He has read or been told about the jungle condition in Africa and South America, and he has seen pictures of the fantastic, gorgeous animal life that inhabits them. His teachers have attempted to describe the agile grace of the monkeys and the almost human intelligence of the apes and chimpanzees. They have filled him with tales of the man-eating

tigers of India which devour large numbers of natives each year, and of the deadly spitting cobra that spits its poison and possesses such an accurate aim that it usually strikes the eye of its victim. He has read about the zebra hordes and the flocks of beautifully plumed birds, some helpful to man and others which seem to do their part by lending a bit more beauty to nature's wonders. He knows about the elephants and the camels and of the part they play in the world's affairs, and when he studies the Arctic and the Antarctic, he learns about the seals and the sea lions.

If he is a normal child these tales fill him with curiosity. He is anxious to learn more about the wide array of facts and things which are introduced into his ever-increasing world. Moreover, the child is not wholly satisfied with the knowledge he gathers from books and pictures or from the lips of his elders. He desires to see concrete, actual examples of the things about which he has read or been told. Of course, in many cases, it is impossible to gratify this natural inborn desire. Only a few will be fortunate enough to be able to seek out the things they wish to see "in the flesh." Therefore, it is a decided blessing when such specimens as are possible to bring are brought within the reach of every child. The zoo has done that service. It has brought living examples of animal life to a place where any child can see and appreciate it.

Only when the child has entered the monkey house and seen the various types jumping around in their cages from one difficult position to another can he fully appreciate their grace. Only after he has witnessed the remarkable acts put on by the little chimpanzees and has seen them doing things which he himself has done, can he begin to understand the statement that they are nearly human. It is only after actually seeing the huge tiger strutting around its cage and witnessing its enormous head, its mighty paws and steel-like claws, together with the powerful muscles making up the animal, that the child can clearly see him as the feared man-killer of India. The same reaction is felt in the case of any of the other animals. After the child rides the elephant he has not only been amused, but has been helped (through gaining actual knowledge of its height and the thickness of its skin) to realize to a greater extent why this animal is used as a carrier through the jungles.

The bird house might be called a treasure chest—so valuable are its supplies of supplementary material for the child's study of bird life. No child is satisfied with the colored bird picture cards or the stuffed images shown him as examples during the study course. His natural curiosity and desire for the real thing rebel against his full acceptance of them. In the bird house the child sees the living coloring. He is not able to doubt its vividness. Moreover, if the child is inclined to be interested in color, he is able to find, in the plumage

of the birds, a real source of inspiration for color combinations which will be helpful in his art work.

In the bird house the child is able to see some fairly common specimens as well as those of rare quality. In this way he is able to know the birds of his own territory as well as those of more distant climes. Likewise, to actually see the birds at "work" in settings comparable to their native surroundings is always a treat for the child. It thrills him to see the gnawing of the macaws and the nests of the orioles. He is surprised to see the Bavarian conures climb and play like monkeys, and he is struck with awe if he is lucky enough to see the bird of paradise do a nuptial dance for his mate.

The snake house likewise deserves credit for the service it does for the zoo's younger visitors. It not only supplements the child's school studies, but it can offer a wealth of new and desirable information. While walking through the garden one day I happened to hear this conversation between, I presume, a mother and her small son. The mother, "Well, Eddie, we've seen everything here but the snakes. I don't want to go in there. You don't want to see the nasty snakes, do you?" Eddie said, "No, Mother, not if you'll let me see the bears again." The writer imagines that this little scene was perhaps an example of others of its kind. And yet—what a mistake that mother made when she deprived the child of seeing the snakes. How many people have grown up with a horror of snakes which with age becomes almost uncontrollable! How many people have had country outings utterly ruined when some probably harmless reptile happened to crawl within their sight! These people have had no opportunity to actually learn anything about snakes. Of course, they have read about them, but only enough to stimulate their imagination. It is a case of a little knowledge being a dangerous thing, for, to them, all snakes are slimy and poisonous. Therefore, the reptile house does the child a very worthwhile service if it can give him some accurate knowledge of its occupants, can help to curb his horror of them, and can instil the idea in him of preserving some species instead of killing all.

The child is able, by means of the living exhibits before him, to form a true, helpful, mental picture of the various species he is apt to meet. Since there are plaques on every cage giving concise information about each occupant, the child thereby can pick up reliable information about just where and under what conditions he may expect to find them. (This system of plaques is carried out throughout the entire garden and is very helpful to the teacher who may be accompanying her class). Moreover, he learns how many poisonous snakes inhabit the section of the country in which he lives and he also gradually learns how to distinguish them. After the child has reached the point where he can distinguish between the various species, he no longer has to fear every reptile that crawls into his

path, nor does he feel the urge to kill every snake he sees. He ceases to think that every one is a copperhead or a rattler. He becomes familiar with such useful types as the king snake, black snake, or even the spread adder, and he is more apt to allow them to continue their work if he should meet them when he is old enough to destroy them. Through being able to know these snakes and to learn their habits, they are much more sure of getting a square deal at his hands, and he is much more able to protect himself against those snakes which are able to harm him.

Although the snake house serves a very practical purpose, it, nevertheless, is not without its fascinations. The giant python of India and the anaconda of South America have long figured in story. What a thrill the child must get when he actually sees the huge monster coiled before his eyes, or how thankful he must be for the glass when he sees the cobra suddenly become vexed and send out its deadly spray.

Aside from the information which the zoo can give the child, it can also cause him to become interested in the animals themselves. When this sort of interest is aroused there is no end to the fruitful ideas and ideals which can be stimulated within him. The child, then, ceases to look upon these animals as strange, dumb, amusing beasts, but begins to see them as something living like himself. He realizes that they, too, possess feelings and desires and that they respond to care just as he does. He learns that they need good food and fresh air and that even the wildest respond in some way to those who have been kind to them.

This interest in animals makes the child desire a pet of his own. Every child has a certain amount of native affection and sympathy born within him. He merely needs something he loves to stimulate these qualities. What can be better than a small pet upon which the child can center his affections? It has been said that the man or woman who has cared for a pet when a child is not likely to grow up with criminal tendencies. If the zoo has created the desire in a child for a pet of his own and has taught him the proper way to care for that pet, the child has reaped much profit, for the boy or girl who has actually cared for a little animal has been taught cleanliness, regularity, responsibility, a clearer understanding of others, and even sympathy for those who may be dependent upon him.

Are not those qualities ones to be desired in every good citizen, and is not the zoo making good its promises if it can be a factor in causing those qualities to take seed in the child and thus help him on toward a tomorrow in which he will have a greater understanding of the world in which he lives?

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CHAPTER XI
GOVERNMENTAL AGENCIES
UTILIZING GOVERNMENTAL AGENCIES
HEALTH SERVICE IN THE SCHOOLS OF CHICAGO
THE SCHOOL AND THE JUVENILE COURT
SCHOOL-JUVENILE COURT COOPERATION
DEAL WITH THEM INTELLIGENTLY
PREVENTION NOT PUNISHMENT
JUVENILE DELINQUENCY AND THE SCHOOL
THE INSTITUTE FOR JUVENILE RESEARCH AND THE SCHOOL SYSTEM
WHAT THE FEDERAL GOVERNMENT HAS FOR THE ELEMENTARY
SCHOOL

EDITORIAL COMMENT ON CHAPTER XI

Chapter XI points out many opportunities for cooperation between the school and various governmental agencies. The first article surveys the general field and raises certain pertinent questions. Subsequent articles deal with an institute for juvenile research, health department, and the juvenile courts.

Even a superficial survey today shows that governments perform an amazing array of social services. Even in villages and rural areas there are agencies to meet the social demands for police protection, fire prevention, health preservation, dependent children, prevention of delinquency, control of poverty, and many other problems. In large metropolitan cities and densely populated states the social perplexities increase both in number and complexity.

When a relatively simple agrarian life was characteristic of America the governmental services were not many. As our country became more nationalistic, industrial, and complex, social-civic problems were greatly magnified. In meeting these difficulties state and local governments organized systems of schools. Further special demands led eventually to detention homes, juvenile courts, and similar agencies closely associated with child welfare. Gradually, too, the fire, police, and health departments were drawn into movements for greater health and safety. Insofar as children are concerned the need now in many places is for integration of efforts and refinement of technics. Schools, juvenile courts, health departments, and other governmental agencies everywhere do now and will continue to serve childhood.

There are two opposing viewpoints regarding welfare work, particularly that performed by governments. One group insists that a characteristic American trait is "rugged individualism" which is easily destroyed by paternalistic, governmental services. The other extreme would extend governmental services indefinitely. Somewhere in between the majority of principals are helping to surround growing children with a wholesome environment.

Some exceptionally useful references have been included in the bibliography at the end of this chapter.—*Editorial Committee.*

CHAPTER XI

GOVERNMENTAL AGENCIES

UTILIZING GOVERNMENTAL AGENCIES

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A RECIPROCAL RELATIONSHIP now exists between school and community which is advantageous to both. The schools, especially in the larger cities, have taken over duties which formerly were done only by private or philanthropic organizations, such as care of anemic, deaf, blind, and crippled children. In return for services like this rendered to the community, the schools should avail themselves of numerous private and public facilities to secure complete physical and mental development of children. What is being done in the large city may be done on a smaller scale in the most humble village. This article uses Chicago as an example to indicate the extent to which the schools and governmental agencies may cooperate.

Private and public aid—Social work, supported by taxes and operated by governmental agencies may be termed *public* social work. If supported by funds secured from philanthropic organizations and private sources, distributed by non-governmental agencies, it may be termed *private* social work. The people of Chicago provide annually more than \$70,000,000 for charitable and social work. Wherever large resources like this are available, it behooves the school administrator to become familiar with the avenues by which various kinds of assistance may be secured. A social service directory will give the necessary information in the large cities. In smaller communities the school man may often find it necessary to discover and to establish his own contacts. Perhaps he may have to raise the funds or secure assistance where private or public facilities of certain types are lacking.

In the city of Chicago the schools obtain valuable services from the department of health, the bureau of child welfare, the city physician, the emergency hospital, and the tuberculosis sanitarium. Many agencies supply bulletin and lecture services. The department of public welfare operates a bureau of employment. Recreational facilities in parks and playgrounds are provided extensively by park and school boards. Special classes are maintained for blind, deaf, crippled, epileptic, backward, and delinquent children. A parental school and two special schools are provided for truant and incorrigible children.

The county has charge of the general public charities of the community. It provides care for dependent children and for destitute

families in their homes. It grants pensions to mothers with minor children. It affords legal protection for children and adults, and maintains the juvenile detention home. Unusual recreational facilities are furnished through a system of forest preserves.

The state assumes the burden of caring for the insane, feeble-minded, and blind in state schools and institutions. A school for delinquent children committed through the juvenile court is maintained. The state provides for the visitation of children placed in homes and the supervision of institutions caring for dependent children.

Any or all of these public agencies in city, county, and state, may be used by the school people. The fact that the schools do not appeal to these governmental agencies more frequently is due to a lack of knowledge as to their existence and ignorance as to the valuable assistance available for many problem cases.

Surveying the resources—The problem of the educator in the large city is to find out where the help may be had for the solution of various problems of children. The educator in the small community has a more difficult problem in that he must often solicit the aid of doctors or he must organize a welfare group to provide the assistance which handicapped children may need. The following outline¹ will serve as a guide to the school man who desires to have school and community function together in securing the best education and training for the future citizen:

A. The dependent child

1. What plans does your city, village, or county have which make it unnecessary for children to be removed from their homes because of poverty? Are the plans successfully carried into effect? If not, why not?

2. How much did your city or county last year spend for mothers' aid? How do these figures compare with expenditures for this purpose during previous years? How many families were aided? What is the expenditure per capita of population? Are these figures above or below the average of other counties in your state? What was the average monthly grant per family?

3. How does the number of children aided in their own homes compare with the number of those aided away from home, in foster homes or institutions? If fewer children are aided in their own homes than are aided away from home, why is this so?

B. The delinquent child

1. What provisions does your city, town, or county make to prevent delinquency?

2. Are these provisions effective? If not, why not?

3. What provision does your city, town, or county have to assist the juvenile delinquent?

¹See the summary of addresses and proceedings of the 1930 White House Conference on Child Health and Protection, published by the Century Company, 1931. For further details consult the White House Conference, Department of Interior Building, Washington, D. C.

4. What was the number of different delinquent boys who came formally or informally before the judge and the chief probation officer last year?

5. What was the number of different delinquent girls who came formally or informally before the judge and the chief probation officer last year?

6. Which agencies, such as church, school, boys' or girls' clubs, that had worked with these boys and girls before coming to the court, had failed most frequently? Why?

C. The physically and mentally handicapped child

1. Which agency in your city, town, or county does the medical and surgical work for the crippled children? Does it seek them out? Has it follow-up service?

2. Which agency trains crippled children to earn a livelihood whenever it is possible? Is there a follow-up service to help the crippled child make adjustments?

3. Do doctors, educators, and social workers develop team work? If not, why not?

4. What agency has your community for similar training and adjustment of the mentally handicapped who can become partly or wholly self-supporting? If there is no such training agency, why does this condition continue?

D. Organization for the socially, physically, and mentally handicapped

1. Does your state have a public welfare department with a specialized service to children, or a statewide public agency organized especially to serve the needs of handicapped children?

2. What were the state's principal methods of service to children last year? Why did it not do more?

3. Does your city or county have a local service for the various types of handicapped children, with a coordinated and announced program for the use of its citizens? If not, why not?

E. Health service for the child

1. Is your school health service fostering a plan in which every boy and girl has periodic health examinations?

2. Are any steps taken through parent-teacher associations, lectures, or newspaper publicity to interest parents in periodic health and dental examinations for their children?

3. Are parents present at school health examinations?

4. Is the classroom teacher familiar with the examination procedure and is she present at health examinations?

5. Does the teacher prepare the children for the examination by explaining its purpose and arousing their interest, and allaying any fears?

F. Mental health

1. Are psychological services, such as intelligence tests, educational achievement records, and behavior records, used in placing pupils in the correct grade?

2. Does your community have any of the following resources for mental hygiene: habit clinics, recreational facilities, social agencies for helping children in home or vocational difficulties, social agencies for helping delinquent children?

3. Are methods of teaching and discipline in your school conducive to good mental attitudes on the part of children?

G. Communicable disease control

1. Do your teachers know how to detect early signs of acute illness?

2. Do they realize the importance of prompt action to check the spread of contagion?

3. Are teachers educating children in the importance of vaccination against smallpox and immunization against diphtheria?

4. Are the teachers familiar with local regulations regarding communicable diseases?

H. Recreation

1. What amount of actual school time is given to recreation?
2. Is there a team or a game for every child and is every child on a team or in a game?
3. Is there a diversified program, including quiet games, suited to children of different tastes and different degrees of physical vitality and ability, and so planned that the children may develop a variety of interests?
4. Are the interests and skills which the children acquire in school of the kind that will carry over into the hours outside of school?
5. How much play space do the schools provide? Is there space for a variety of games and activities?
6. Is there a separate place with special equipment for the smaller children?
7. Are the school grounds open before and after school hours?
8. Do the teachers take an interest in the children's after-school activities?
9. Do parents and teachers know where and how children spend their leisure time?

The principal should lead—Initiative in all important phases of child welfare work rests heavily upon the principal. More and more, as time goes on, the community expects and demands a high type of professional service. He, in turn, may expect and demand cooperation from the parents.

Various avenues are open to principals in making known community needs and securing assistance in carrying out a complete program of education. Parent-teacher associations are valuable aids in securing funds and assistance. Through such an association many of the following methods of raising money may be resorted to:

- (1) Letters of appeal are most successful when the agency or association is already firmly established.
- (2) Printed circulars, similar to the letters of appeal, are often more economical.
- (3) Solicitors are not to be recommended unless they contribute their time and labor.
- (4) Campaigns, consisting of a large force of men and women organized about a large project, are most effective.
- (5) Membership campaigns.
- (6) Special efforts, such as balls, bazaars, and entertainments.

The community, if made aware of the importance and necessity for services not as yet extended to the children, will assist in most cases. The principal must sense the need, and take steps to supply the facilities. Since the entire program for the welfare of children is gradually being placed into his care, he need not hesitate to show the parents their obligations in the matter. Thus reciprocal services may be established and maintained for the ultimate benefit of the entire school population.

HEALTH SERVICE IN THE SCHOOLS OF CHICAGO

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THREE BUREAUS of the Department of Health of Chicago are concerned in the health service of the public and parochial schools. These are the bureaus of communicable diseases, child welfare, and dental hygiene. The services of these three bureaus are not distinct from one another. The health program, as it is actually carried out in the schools, is the result of the combined and cooperative efforts of the three bureaus. For example, the nursing division of the bureau of child welfare furnishes nursing service to all three bureaus. The bureaus of communicable diseases and child welfare combine their forces in the control of contagious disease, whether it be the daily morning inspections or a diphtheria prevention program.

The Department's field personnel of nurses and physicians is limited; hence, activities must be confined to essentials. Of first importance is the control of contagious disease in the schools, and secondly, the examination of children for physical defects and the follow-up of defective children for the correction of defects.

To consider first, contagious disease control: This activity is under the direction of the bureau of communicable diseases, but the nurses and physicians of the bureau of child welfare assist in this work.

School health work began about a hundred years ago in Central Europe as a program for the control of contagious disease. This problem still remains the greatest and most important in health work; it probably will so continue as long as children are brought together in large groups which afford such perfect conditions for the spread of the germs of contagion. There is no doubt that contagious disease stands first among the menaces to the efficiency of schools everywhere. It is still not an uncommon thing in many communities for the schools to be closed several weeks in the school year because of epidemics. It is gratifying to be able to say that, since a program of control was instituted over thirty-five years ago in the Chicago schools, not a single school has been closed on this account. But the loss of time on the part of pupils because of the scattered cases throughout the city is still, in the aggregate, terrific. Less obvious to the teachers, but well-known to physicians, are the numbers of children that lose their lives or suffer serious handicaps as a result of an attack of one of these diseases. Therefore, the aim of the contagious disease program is to prevent epidemics and, further, to reduce incidence to the lowest possible minimum among the 640,000 school children of Chicago.

To this end a rigid routine has been set up for the detection and elimination of these diseases. While this routine must be unflinching in its nature, yet it is carried out with the least possible disruption of the usual school program. The primary purpose of the school is to educate the children, and all other services are but contributing factors to make the processes of education more efficient and the results more effective.

The first task with the opening of the schools in September, and the reopening after the Christmas vacation, is the preliminary inspection of all children entering school. As all physicians and nurses of the bureaus of communicable diseases and of child welfare, are assigned to this work, it is finished very rapidly, usually some time during the second week of school. Not only are all children that are suspected of contagious disease excluded from school, but the physicians and nurses are furnished with lists of all current cases of communicable disease in each school district, as shown by files in the central office, and all pupils found in school coming from infected premises are excluded unless they are complying with the rules that permit them to re-enter school.

With the completion of preliminary inspections all health officers and nurses settle into a regular routine of visiting the schools assigned to them. Every school is visited each morning between nine and ten o'clock; a fixed schedule is followed so that the physician or nurse visits the schools in the same order and, as nearly as possible, at the same time each day. The Department has always believed that the earlier a school health officer arrives in a school and does his work, the better it is for contagious disease control, and for the routine of the school. If any one man is responsible for a large group of schools, he necessarily visits his last school late in the morning. This means that children, who have been taken out of their rooms on account of suspicious signs by the teacher or principal, are kept waiting, a situation that is not to their own advantage if they are really sick, nor to that of the other children of the school if there is contagion present. Therefore, to finish, as nearly as possible, the morning inspections between the hours of nine and ten, every physician and nurse available on the staff are assigned to this work during this hour. These number about 240 people.

With 640 schools in the city to cover, this is an average of not quite three schools to each physician or nurse. However, these assignments are not made on the basis of schools, but of school population; in other words, as nearly as possible, each staff member has the responsibility of communicable disease control for approximately 2,600 children.

On arriving at the school, the physician or nurse rings a special signal, or otherwise makes known to the principal and teachers, that

he or she is ready to receive the children for inspection. Children who have been out of school for a day or more must be seen and passed upon, before they are allowed back in the schoolroom. Also, children who may be in the schoolroom and who the teacher notices are not well, are sent in for examination.

Children who have a sore throat, or who have been absent from school on account of a sore throat, are cultured; if the throat or nose shows any clinical evidence or basis for suspicion of diphtheria, the child is promptly excluded until the result of a culture is known. If the culture proves negative, the child is allowed to return to school.

If there is a case of diphtheria in a school, the throats and noses of the children are examined for one week from the last day the affected child was in school. All suspicious throats are cultured and these children excluded. If three or more positive cultures are found in a room, all the children in the room are cultured. It sometimes happens that in rooms where there has been a number of cases of either scarlet fever or diphtheria, home calls on all the absentees are made, to find out if any of the children are ill. In this way, the Department of Health is able to stop the spread of contagion at the school.

TABLE 1—STATISTICAL DATA RELATIVE TO COMMUNICABLE DISEASE CONTROL IN THE SCHOOLS, FOR THE YEAR 1930

Visits to public schools	63,973
Visits to parochial schools	27,596
Examinations in public schools	699,856
Examinations in parochial schools	122,275
Superficial preliminary inspections	1,568,313
Cultures taken in schools	5,632
Children excluded from schools	13,766

Children coming back to school, after being absent for a few days, are sometimes found to be peeling on the hands, feet, or other parts of the body. These cases are under suspicion as scarlet fever and are excluded until a call can be made at the home to find out more about the case.

Children, in a room that has been attended by a child who has scarlet fever, are examined daily for seven days from the day that the case was last in school and any child having any symptoms or showing any evidence of the disease, is immediately excluded and the case reported to the Health Department by telephone, further observation being continued at the home.

The primary purpose, of course, in making home calls is the finding of contagion, and health officers should not be asked by the principal to make calls on children known as truants, unless there is some suspicion of contagion, such as fever, sore throat, or rash.

In the minor contagious diseases, such as whooping cough, measles, German measles, mumps and chickenpox, only the contacts of whooping cough and measles are excluded; the contacts of the others are allowed to remain in school.

Coming now to the bureau of child welfare, it may be said that the activities of this bureau begin with the conclusion of the contagious disease work each morning at about ten o'clock. Ten school health officers of the bureau of child welfare, and sixty school health officers of the bureau of communicable diseases, assisted by a corresponding number of nurses, continue the morning's work with examination of children for physical defects.

Working under the direction of the bureau of child welfare is a group of twenty-four physicians and twenty-five nurses from the Municipal Tuberculosis Sanitarium, who do not assist in the contagious disease work but devote the whole morning to making physical examinations. All nurses have certain days for taking children to the dental clinics, and on these days the physician may have to work alone; in such instances, he examines only boys.

Two types of physical examinations are made, being designated as (1) routine and (2) thorough examinations. Routine examinations are really reinspections of the children of the sixth and eighth grades before they leave the grammar schools for the junior or senior high schools. The object is to make a final check on these children to find out how many have had defects corrected that had been found on previous thorough examinations; to discover any new defects that may have developed since that time; and to give the nurse a last opportunity of following up the uncorrected children, and doing all that is possible to get corrected before the children pass from under her care. The thorough examination is just what the name implies; a complete searching examination, with the child stripped to the waist.

The number of examinations done each school year varies with the number of physicians available for assignment to this work. While a hard and fast rule cannot be made, yet, on an average, if thorough conscientious examinations are made, not more than five children can be examined in an hour. However, in the higher grades, with a corresponding increase in the ages of the children, the work goes much more quickly.

It is not necessary to enter here upon the reasons for finding and correcting the physical defects of school children. Teachers, nurses, and physicians are of one mind regarding this measure. Yet it may be interesting to point out some of the findings and the results, during a typical year, of thorough physical examinations in the schools. These figures do not vary widely from those of other communities, or those of the nation at large.

A total of 165,389 defects was found in a group of 91,470 children examined. Of these children, 77.30 percent were physically defective in varying degrees. In view of the fact that nearly all of the dental examinations were made by the staff of the bureau of dental hygiene, only the results of the few dental examinations made by the physicians are included in the following table. It may be said that 96.0 percent of the children show dental defects.

TABLE 2—PHYSICAL DEFECTS FOUND IN SCHOOL CHILDREN AND CORRECTIONS OBTAINED—1930

	Degree of Severity				Corrections Obtained
	1X	2X	3X	Total	
Malnutrition and anemia.....	6,150	7,091	68	13,309	3,577
Enlarged lymph glands.....	34,492	1,694	14	36,200	1,695
Enlarged thyroid.....	1,204	4,012	21	5,237	1,721
Nervous diseases.....	377	679	9	1,065	282
Cardiac disease.....	785	1,383	75	2,243	799
Defective speech.....	647	605	13	1,265	93
Suspect tuberculosis.....	498	1,191	4	1,693	942
Respiratory disease.....	1,164	1,283	166	2,613	429
Skin disease.....	2,337	1,934	711	4,982	1,744
Rachitic type.....	6,225	629	5	6,859	68
Orthopedic defects.....	1,457	619	117	2,193	120
Abdominal defects.....	233	140	5	378	42
Genito-urinary disease.....	83	102	7	192	60
Defect of vision.....	7,106	9,410	1,423	17,939	9,797
Other diseases of the eye.....	1,710	2,725	164	4,599	1,367
Defect of hearing.....	533	759	10	1,302	299
Ear disease.....	349	954	215	1,518	352
Defect of nasal breathing.....	3,922	1,812	20	5,754	877
Defect of palate and teeth.....	5,485	13,406	891	19,782	34,477
Hypertrophied tonsils.....	13,011	22,807	1,680	37,498	14,069
Adenoids.....	3,718	13,424	934	18,076	11,011
Mentality.....	134	345	4	483	62
Total.....	91,620	87,004	6,556	185,180	83,883

Defects are divided into 1X, 2X, and 3X severity. One X defects are mild and are of a kind that will probably never prove a health handicap to the child; that is, there is no need of remedial measures. Two X defects are severe defects that must have attention, but not necessarily at once. Three X defects are of extreme severity and need immediate attention; in other words, they are more or less of an emergency nature. Only 2X and 3X defects are taken on by the nurse for follow-up work. From the table, corrections obtained may seem low; this is due to two reasons. First, it is very difficult to arouse sufficient interest on the part of the majority of parents to get them to take their children to physicians for the proper care; second, there are, proportionately, more physicians making examination and discovering defects than there are nurses to do the necessary follow-up work.

It is generally recognized that success in obtaining corrections is in direct ratio to the number of nurses and the time that they can give to conferences with parents and home calls to obtain corrections. The greatest present need of the Department is an adequate nursing staff for this and other public health nursing activities.

Particularly interesting is the work done for the conservation of vision, and the correction of visual defects. The present program is the result of the cooperation of the Chicago Ophthalmological Society, the Illinois Society for the Prevention of Blindness, the Board of Education, and the Health Department.

Under the guidance of the Chicago Ophthalmological Society, the Illinois Society for the Prevention of Blindness demonstrated the need of this work and how to carry out necessary corrective and conservation methods. Sight-saving classes were established by the Board of Education, and the responsibility of placing the eligible children assumed by them; the Department of Health acted as the finding agency and obtained the necessary corrections. The program has passed the experimental period and is now carried on routinely by the Board of Education and the Health Department, the other two organizations acting only as advisory bodies.

To follow briefly the course of a child that eventually is placed in a sight-saving class: The examining physician of the Health Department first discovers the defective vision. There is also a special field worker for the prevention of blindness who makes many thousands of vision tests each year, in addition to those made by the examining physicians. If the defect is of 3X severity, the child is looked upon as a potential "sight-saving" case. The school nurse at once begins the work of follow-up on these 3X vision cases, making special effort to get them examined by an eye specialist, either as private cases or, if the family cannot afford this type of service, in a dispensary. If the vision cannot be improved by means of corrective measures above a definite degree of acuity (20/70 in the better eye), the child is eligible to go into a sight-saving class.

There are a number of other severe and progressive conditions that make a child eligible for the sight-saving classes besides low visual acuity. The completed records of all 3X vision cases are routed through the office of the bureau of child welfare. From these records the chief of the bureau and an ophthalmologist decide which children are to be recommended for the sight-saving classes, and which are to remain in the regular classes. The records of the children recommended for the sight-saving classes are then forwarded to the director of special divisions in the office of the superintendent of schools.

The great problem in the care of defective vision cases, especially during the present period of depression, is obtaining free glasses or

glasses at small cost, for children of parents who cannot afford to buy them. In spite of the great generosity of civic organizations, parent-teacher associations, commercial houses, and private individuals, there are always many children without glasses that are in dire need of them.

The same interest in the defective hearing cases is beginning to be shown as in the defective vision cases. It is desired that just as effective a program for these children be worked out as the one now operating for the visually defective.

Certainly these two groups of handicapped children deserve extraordinary care. No physical defect can so completely deprive a child of all that our educational system has to offer, as impaired vision or hearing.

The physicians and nurses are frequently called upon to render emergency and first-aid treatment. This is properly one of their duties. But it is the policy of the Department not to have the field staff undertake any kind of treatment or care other than this. All other matters belong to the province of the family physician, and parents must assume the responsibility of securing this care for their children.

Against two diseases at least, science has given humanity specific means of prevention. These two preventives are: vaccination against smallpox, and the administration of toxoid or toxin-antitoxin to protect children against diphtheria. The carrying out of these two preventive measures is a major activity of the bureaus of communicable disease and child welfare. Early in each school year as many as possible of the newly entered kindergarten and primary children, whose parents give their consents, are vaccinated. This has been the program for many years. As a result, not only is a majority of the school population of Chicago vaccinated, but that of the city, as a whole, as well. Consequently, smallpox as a health problem does not exist. The very few cases occurring each year are for the most part among unvaccinated persons coming in from elsewhere.

Protection of school children, under ten years of age, against diphtheria, by means of toxin-antitoxin, has been carried out since 1917. The greatest number of children were protected in 1930. During this year, nearly 150,000 school children were immunized; this is by far the greatest number immunized in one year in this community. That the immunization of school children is effective is shown by the diphtheria records of this year (1931). The case and death rates from this disease are about half the former rates. But diphtheria is still a very serious problem. Statistics show that fifty percent of the cases and deaths occur in the preschool group. Therefore, instead of concentrating preventive efforts in the school group, in the future, emphasis will be placed upon protecting the preschool age group.

For some time to come it will be necessary to immunize school children, up to ten years of age. This should be the procedure in regard to smallpox vaccination as well. If these two measures were carried out during the preschool period, what a saving of time and disturbance in the school program it would mean, to say nothing of the added safety to the health of the children, both during the preschool and the school periods. Certainly, it is one of the aims of the Health Department to push these two activities back as much as possible into the preschool period.

Chicago's first school dental dispensaries were put into operation, through the efforts of the Chicago Dental Society, in 1910. In 1912, Julius Rosenwald contributed sufficient funds to enlarge the service, which consisted of four chairs, to ten dispensaries employing full-time dentists. In 1915, the Chicago Department of Health assumed the responsibility for this health work and placed it in the bureau of child welfare. It continued to be an activity of this bureau until 1929, at which time a separate bureau of dental hygiene was established in the Department.

The bureau of dental hygiene is the main channel for the correction of dental defects. The bureau employs a field staff of sixteen dentists, fourteen of whom operate in as many school dental clinics, for the benefit of the underprivileged children whose parents cannot afford the services of a private dentist. As many children as can pay are sent to private dentists, and many others are referred to the dispensaries of the dental colleges, the Municipal Tuberculosis Sanitarium, Cook County Hospital, and other agencies maintaining clinics.

TABLE 3—OPERATING DIVISION—1929

No. of Dental Dispensaries—13	
Children attended	23,768
Prophylaxis	8,292
Treatments	5,714
Fillings	38,929
Extractions—deciduous teeth	15,584
Extractions—permanent teeth	1,101
First permanent molars saved	13,385
Children receiving dental examinations	153,742
Children with dental defects	123,674 (or 80 percent)
Trench mouth examinations	2,358
Trench mouth treatments	5,113

Two other dentists, working in cooperation with the bureau of child welfare, examine the mouths of children in the elementary schools. Up to the present year the examining staff was able to assume the work of oral examinations of all the children. However, with the reduction in the budget and a corresponding reduction in the field staff of dentists, the examining physicians resumed this branch of the dental service.

Of the children examined, 96 percent are found to have defective teeth. As uncorrected dental defects often lead to serious disease, it is evident that their early discovery, followed by prompt correction, will prevent suffering and impaired efficiency later in life.

The dentists often find conditions which might prove the beginning of an epidemic of mouth disease, such as trench mouth, and by proper precautionary measures and treatment, are able to check such conditions before they assume serious proportions. In an effort to create a better understanding of the need for dental care, the bureau conducts an educational program along dental lines in the schools, which includes talks, demonstrations, and playlets.

So important is the part of the public health nurse in a program of child welfare that this discussion would not be complete without special attention to the division of nursing, of the bureau of child welfare.

This division is organized to supply the necessary nursing service to such of the bureaus of the Department of Health as require this type of service. By far the greater part of the personnel is assigned to the bureau of child welfare, although all nurses are assigned to particular duties in the bureau of communicable diseases, and all school nurses act as assistants to the dentists in the bureau of dental hygiene.

School nursing is one of the chief functions of the division. Nurses are detailed to all schools in the city, public and parochial, each nurse being given a group of from four to ten schools, comprising a population of from 5,000 to 10,000 pupils.

The chief duties of the school nurse consist of morning inspections for the control of contagion, assisting the school physician in physical examinations, vaccinations, and immunizations, assisting in the dental clinics, and acting as general health adviser in both the schools and the homes.

In discussing the work of the school nurses, it may be helpful to describe a particular day's work. In the morning the nurse visits the schools to which she has been assigned for early inspections. Here she sees all pupils who have been out of school for a day or longer, determines whether the children should be admitted to school, makes room inspections for contagion, and takes any necessary throat and nose cultures, finally weeding out all but the few who are to be seen and excluded by the field health officer, who later calls at the school.

By this method of early inspections, children are obliged to remain out of their room only the minimum time.

As each nurse is assigned from two to three schools for morning inspection, the next regular order of work will be begun about 10:00 or 10:30 a.m. This will comprise physical examinations, vaccina-

tions, and immunization against diphtheria. In assisting with physical examinations, the nurse arranges to have the pupils ready for the doctor, helps with the clothing, makes the visual tests, takes care of the files and the clerical work, and interviews the mother if she happens to be present.

When vaccinations and immunizations are being done, the nurse, in addition to assisting the physician, is also responsible for obtaining the signed consent cards which each child must have.

Besides assisting the doctor, the school nurse has certain duties of her own. She reinspects pupils who have been examined, to note what corrections have been made. She sees the children who are referred to her by the teachers. She arranges for mothers' conferences at school, thus saving herself many home calls.

Each nurse is assigned a part of a day each week to the school dental clinic, where she takes the children needing dental care, and while there she acts as assistant to the dentist. Time is also allowed for other dispensary work, nurses being assigned, as far as practicable, to the dispensaries nearest their districts.

Perhaps the most interesting part of the nurse's day is her home contacts. Without a doubt, popular health education is becoming more and more a matter of salesmanship. There are many ways of selling health to the public, but perhaps the most important single factor in teaching health is the public health nurse. Every home call is made an educational opportunity. Parents are instructed in the dangers of exposing children to contagious diseases, and in the need of keeping the child with vermin or other minor skin ailments at home; the nurse explains the treatment to be instituted and teaches someone in the home to give it, if necessary.

TABLE 4—SUMMARY OF SCHOOL NURSING SERVICE FOR THE YEAR 1930

Average number of nurses working	90
School visits made	46,673
Superficial preliminary inspections	-----
Pupils inspected	283,212
Pupils referred	88,947
Room inspections and cultures	169
Inspections for vaccinal status—assisted	-----
Children vaccinated—assisted	47,022
Physical examinations—assisted	141,195
Reinspection for physical defects—assisted	303,848
School dressings and cultures taken	5,454
Children referred to health officers	9,193
Special investigations	2,309
Visits for correction of physical defects	243,840
Birth registration calls	4,044
Calls not otherwise classified	20,137
Total calls	276,761
Clerical work (hours)	30,388
Correction of physical defects	83,862

Many home calls are made with the specific object of obtaining the correction of defects. When there has been no response to the notification sent to the home by the doctor, the nurse makes a "follow-up" call and explains the necessity of placing the child under treatment as early as possible.

The family physician is always recommended except in those families unable to employ a physician, in which case the nurse will give advice and, if necessary, make the arrangements for dispensary care.

The teaching of home hygiene courses is a special province of the Health Department, in conjunction with the American Red Cross. The course consists of twenty lecture periods and demonstrations in child care, personal hygiene, and home sanitation, and is given in those parochial schools which request the service. The Board of Education provides corresponding courses in the public schools.

The foregoing is a brief outline of the part the Department of Health plays in guarding and promoting the health of school children. There are many other activities related to the well-being of the child of school age, that could and, in many instances, should have attention. With the limited personnel of physicians and nurses now available, it is felt that the work is being concentrated at those points that are most vital to the child, in his relationship to the processes of education; namely, protecting him from contagious disease, and conserving and improving his general health by regular physical examinations and the correction of physical defects.

VISITING TEACHER WORK is regarded primarily as a service which benefits the individual child, originating in the school as the result of the recognition of some problem which handicaps the child and reaching out into the homes of the community. The visiting teacher analyzes the child's difficulty by going outside the school to get information regarding the various influences that are conditioning the child's behavior or response in the schoolroom. Knowledge concerning the home is, of course, of primary importance in making this analysis.—Della Ryan, Chapter IV.

THE SCHOOL AND THE JUVENILE COURT

FRED R. JOHNSON¹

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THE JUVENILE COURT has created a new concept in the legal treatment of children. Instead of considering the delinquent child as a criminal it deals with him in a parental way, entitled to special care and protection as well as correction. It considers him more sinned against than sinning and endeavors to formulate a plan of reeducation which will include parents as well as the child.

Juvenile court procedure today—Under the common law a child under seven was not considered capable of committing a crime. Through this new approach this age has been increased to sixteen, seventeen, or eighteen years. A number of states, under the classification of wayward minors, have extended the jurisdiction of the juvenile court for certain offenses to twenty-one years of age.

The revolutionary character of this new form of treatment, first inaugurated when the juvenile court of Chicago was established in 1899, is emphasized by a recent report concerning children as dealt with in our federal courts.² Here the child offender is still treated as though he were an adult. The same judge tries adults and children, the same institution frequently houses both groups. The Department of Justice is now engaged in such modification of procedure as present laws will permit.

This fundamental conception, that the treatment of the delinquency of children is largely an educational undertaking, makes it obvious that juvenile courts in their work are closely allied to the school. Some authorities have even advocated the absorption of the function of the juvenile court by the school system. Although we may not agree with this conclusion it is obvious that the most intimate understanding between the two is essential.

Our American administrative development is very uneven. Laws governing juvenile courts vary from state to state. Within the same state organization may sharply differ under the same law. Generally speaking, juvenile courts are well developed in large cities. They frequently are poorly developed, occasionally non-existent, in the small city and the rural county, this in spite of the fact that increasing emphasis is being placed upon the organization of the court on a county basis.

It may be the first duty of the informed and socially-minded educator to ascertain if a juvenile court is functioning in his community. He may discover that the cases of delinquent children are still heard

¹Formerly chief probation officer, Recorder's Court, Detroit, Michigan. Author of *Probation for Juveniles and Adults*. Century Co., 1928.

²Consult *Report on the Child Offender in the Federal System of Justice*. No. 6, National Commission on Law Observance and Enforcement, June, 1931. Reports are purchased from the Government Printing Office, Washington, D. C.

as though they were adults. He may find a judge who is not conversant with child psychology, hearing children's cases in a large court room before groups of curious spectators, and he may find primitive methods of correction employed upon slight provocation.

The tests of an effective juvenile court should include the following minima:

1. A socially-minded judge, qualified to deal with behavior problems of boys and girls.
2. Private and informal hearings of children, separate from adults.
3. Such detention of children as may be necessary, prior to appearance in court, wholly separate from adults.
4. A trained probation service conversant with the needs of child life.
5. Facilities for physical and mental examination. Where local facilities for such examination are limited, there may be statewide resources which can be utilized.

On the other hand, there are instances where progressive juvenile courts find educators who are not familiar with presentday objectives in treatment of difficult children. A study of juvenile courts in certain cities by the United States Children's Bureau reveals that in at least two communities a method of relationship between courts and school system was developed which makes it unnecessary to acquaint individual teachers with the fact that a child is on probation.¹ Probation officers occasionally find that knowledge by the teacher that a child has appeared in a juvenile court for an offense committed out of school hours may prove of serious detriment to the child. He may be subjected to criticism at the school for offenses committed outside of its jurisdiction. The finger of suspicion may quickly be pointed in his direction when breaches of discipline to which he may not be a party occur in the schoolroom.

Judge Cabot of the juvenile court of Boston states the point of view of progressive courts in the following language: "Delinquent acts are but a symptom of deeper stresses and difficulties and it is as futile to make these acts the center of interest as it would be to treat primarily what is merely the symptom in any physical disorder. We cannot understand the deeper trouble and arrive at a sound method of dealing with it unless we understand the child himself."²

Cooperation between schools and courts—Granting that we have an informed juvenile court and socially-minded educators, what of the relationship between the two? Both are dealing with the same child. The school reaches almost all children of school age. Juvenile courts throughout the United States deal with approximately 1 percent of children of juvenile age as delinquents.³ The function of the

¹See: *Juvenile Courts at Work*. Bureau Publication; No. 141, United States Children's Bureau, 1925.

²See: *General Report*, The White House Conference on Child Health and Protection, 1930, p. 341.

³*Ibid.*, p. 342.

school in the field of delinquency is that of prevention. The court, though largely educational and preventive in character, to a greater extent must act as a disciplinary and corrective agency.

The teacher should not rush a child into court on slight provocation. He may do much to reduce the volume of cases which come into court by understanding the child and by dealing effectively with minor delinquencies as they come to his attention in connection with his school duties.

Where serious delinquencies require the attention of the juvenile court, the teacher or the school representative may be of substantial help by interpreting the child to the court. It is customary for the court to secure a report from a probation officer before decision is made. It is customary for the report to embody a summary of a study of the school experience of the child to supplement a study of the home itself.

Juvenile courts make extended use of probation.¹ That is, the delinquent child, instead of being sentenced to a vocational or so-called "reform school," is privileged to live in the community with his own family, to attend school, and to continue his life as a normal member of the community. It is understood that he remains subject to supervision by the court and under the friendly guidance of a probation officer.

The contact of the principal and of the teacher is more frequently with the probation officer than it is with the court. It is these officers who, as arms of the court, reach into the home and into the neighborhood to assist in correcting conditions which promote the delinquency of the child.

A number of students of probation several years ago endeavored to formulate a set of standards which should govern juvenile probation. Their recommendations as to the relationship between the probation officer and the teacher were as follows: "Special detailed school reports for each child on probation are advisable. The educational authorities should be requested to cooperate through weekly reports, frequent conferences, and other means; but care should be taken to preserve harmony, faith, and goodwill between the teacher and pupil, the probationer and probation officer."²

Conclusion—No formal outline of relationship between the school and the juvenile court can take the place of mutual understanding and cooperation between the two. Such an intimate relationship can best be promoted when each is familiar with the program and objectives of the other. The most effective step may well be the presence

¹A specialized form of treatment, boarding home care for delinquent children, is employed in a number of communities. The most notable use of such homes is made by the juvenile court of Boston.

²Consult *Juvenile Court Standards*, Bureau Publication, No. 121, 1923, United States Children's Bureau.

of the principal or of the teacher at one of the hearings of the juvenile court when the case of a child in which both school and court are interested is given consideration.

Students of delinquency among children are greatly heartened by experiments in the better adaptation of the school system to the needs of individual children as represented by projects such as the Montefiore School of Chicago. Here a group of truants and classroom incorrigibles are subjected to a progressive form of school approach through a modified curriculum, with freedom of movement, small classes, and the introduction of manual training and other subject-matter which has particular appeal. It is obvious that the school system, through experimentation, may develop an effective substitute by methods such as these, for much of the treatment and discipline which must at present be administered by juvenile courts. Such development will mark a notable contribution by the school as an agency of prevention in limiting the volume of juvenile delinquency.

AT THE PRESENT TIME when there is so much unemployment the school should help provide recreation for the people who are so unfortunate. Young men and women out of work cannot buy pleasure as so many of our people of today do. These unemployed are without money for months and months. What recreation can they seek that is free for them for they have no funds even to join an institution offering them recreation in swimming, dancing, and other wholesome pursuits? Have you ever experienced going about for a long time without employment and not a penny in your purse, yet you were still young enough that you want to play and associate with others? Indeed, it is when young folks, especially, are without means of recreation that trouble brews.

—Stanley F. Fink, Chapter VI.

SCHOOL-JUVENILE COURT COOPERATION

EDW. H. STULLKEN

Principal, Montefiore Special School, Chicago, Illinois

THE PRINCIPAL of a school functioning as a successful institution must direct his attention to the formulation of policies which will secure the best possible adjustment of his school organization to the needs of the community. This statement will be true especially when the principal has real professional vision and a desire to devote his energies to the problems of his position with the idea of adjusting the school organization to community needs. The solution of the problem requires scientific study on the part of the principal and also cooperation between him and the various community agencies. In cooperating with these agencies the school under the guidance of an able principal should be an influential factor in producing desirable changes in community relationships.

Of all community contacts none are more important than the contacts with various governmental agencies; and of these agencies the juvenile court and its probation departments are by no means the least important. No doubt many elementary school principals located in small communities and in the best residential districts of larger cities will find very little occasion to come into close contact with either the juvenile courts or the probation departments. Many others, however, and especially those whose schools are located in the areas adjacent to the central business districts and major industrial areas¹ of our large cities where delinquencies are frequent, will have many occasions to work with probation officers and other juvenile court officials. Such factors as the community customs, the social and home environment of pupils, the recreational facilities of the community and community organizations will all influence the number of occasions the principal will be called upon to deal with governmental and court officials in administering his pupil personnel. The principal should therefore be cognizant of all such factors so that he may deal more intelligently with court and probation officials whenever occasion demands that he do so. In his dealings with courts and their officials the principal should keep in mind that he is an educator and that, while as the educational leader of his school community, he will be interested in the work of the juvenile court, especially the social service activities of probation officers, yet his leadership should be developed along educational rather than social service lines.

¹Shaw, C. R., and McKay, H. D. *Social Factors in Juvenile Delinquencies*. Report of the National Commission on Law Observance and Enforcement, Vol. II. Washington, D. C.: Government Printing Office, 1931. p. 187.

FIGURE 1—FORM USED BY PROBATION DEPARTMENT IN ASKING FOR SCHOOL REPORT ON CASES TO BE HEARD IN THE JUVENILE COURT

JUVENILE COURT OF COOK COUNTY CHICAGO, ILLINOIS	
Mary M. Bartelme Judge	Juvenile Court Building 2246 Roosevelt Road Telephone Seeley 8400
Harry Hill Chief Probation Officer	
In re _____ Address _____ Name _____	
Case No. _____ Date of hearing in Juvenile Court _____, 19____, __M.	
The Principal of the school which the above named child last attended is asked to furnish for the Court's assistance information as suggested below.	
_____ Probation Officer	
To the Judges of the Juvenile Court: The records of this school show the following in the case of the above named child.	
1. Record of attendance for the term beginning _____, 19____ Absences: Excused _____ Unexcused _____ Deportment _____ Grade _____ Scholarship _____ Date of Birth _____	
2. If child is not enroled in school, please give date of leaving and reason _____ Grade _____ Date of Birth _____	
3. Behavior Difficulties Stealing _____ Truancy _____ Lying _____ Sex _____ Retardation or truancy _____ General incorrigibility _____ Teasing _____ Impertinence or defiance _____	
4. Has child been in special class for subnormal or handicapped children, or fresh air room? _____	
5. Remarks: _____ _____ _____ _____	
_____ Principal	
_____ School	
Date _____	

The writer as principal of a special school, enrolling all truants and behavior problem boys coming from over one-half of the city of Chicago, has had occasion to work in very close cooperation with the juvenile court of Cook County, Illinois, its judge and its probation department. In no small measure the success of this school has been due to that cooperation which has proved to be mutually helpful. What is true of the Montefiore School is true of all schools located in the delinquency areas of our great cities having pupils known to court workers.

Cooperation asked of the school by the court—The juvenile court operates on the theory of what it can do *for* the child and not what it does *to* him. It does not attempt *to punish* but *to help* the child. The juvenile court represents the state acting as a parent in giving the child protection from the evil influences which have caused him to go astray or to become dependent. With such a program there is much the school can do to assist the court in helping the welfare of children known to its probation workers. Reports of school progress are usually desired by court and probation officers in planning for children's welfare. These data should always be given promptly and accurately. Blank forms are used to expedite these reports. Figure 1 is a copy of the form used whenever probation officers desire information on any child whose case is to be heard by the court on either a delinquency or dependency petition. This form is usually mailed although sometimes brought by the officer in person to the principal. The record of attendance must be accurate in order to be of value. Extreme care should also be used in checking behavior difficulties, and if serious delinquencies are checked, a letter or statement in explanation which contains a complete history of the facts should be given. No guess work or mere hearsay will suffice if court officials are to be expected to do a good piece of social work.

Figure 2 presents a copy of a monthly report of the school standing and attendance of a child made to the probation officer for all active cases carried by workers in the juvenile court. It is a simple form, self-explanatory and sufficient when the pupil is making satisfactory progress and giving no trouble with attendance or discipline. In case the child is not making suitable progress a note added to the report will appraise the court worker of the fact and will result in closer cooperation between worker and school and may help overcome the child's difficulties if any exist.

Figure 3 is a copy of an annual report used by the Mothers' Pension Division of the juvenile court in checking upon the school progress of children, whose mothers are recipients of a pension. Since every mother receiving a mother's pension is allotted a certain sum for every child in school these reports are of extreme value in securing a wise expenditure of the state's money used for this purpose.

FIGURE 2—MONTHLY REPORT TO PROBATION OFFICER

SCHOOL STANDING AND ATTENDANCE BLANK	
Chief Probation Officer, Juvenile Court Building, 2246 Roosevelt Road, Chicago	-----School Chicago, -----, 192--
Attention of Probation Officer -----	{Grade ----- {Room No. -----
In the matter of -----	Address -----
The records of this school for the month of -----, 192-- show the following:	
(1) Scholarship -----	
(2) Deportment -----	
(3) Neatness -----	
(4) Attendance { Absences unexcused ----- { Absences excused -----	
Remarks: (Studies in which child excels or is especially weak, temperamental peculiarities, etc.) ----- ----- -----	
(Signed) ----- Principal or Teacher	

FIGURE 3—ANNUAL REPORT USED BY COOK COUNTY JUVENILE COURT

Name of Child _____

School _____ Room _____

YEAR	193__				193__					
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
(1) Grade.....										
(2) Scholarship....										
(3) Deportment....										
(4) Personal appearance.....										
Absences excused										
(5) Absences unexcused.....										
(6) Difficult studies.										

Remarks: _____

In making any of these reports the school authorities should strive for accuracy, for a clearcut concise statement of facts devoid of sentimental or emotional reactions. Under no circumstances should such reports be used as measures of disciplining pupils who happen by circumstances often beyond their control to be known to court workers. School authorities should work with court workers in carrying out any plans the latter may have for securing a better social adjustment for all pupils known to them. Whenever in the judgment of the principal the school program may be changed to conform with plans of probation officers, such changes should be made and the court worker appraised of the school's efforts in behalf of the child under the care of the court. Furthermore, in making school reports to court workers, school authorities should report the child's good points, his successes and his assets as well as his failures and liabilities. This point is especially well taken in the cases of pupils known to the court because of delinquencies. The good as well as the bad in the delinquent needs consideration and the judge or probation officer needs to know upon what, in the judgment of the school principal, they can build in their attempts to save the child for society. Merely to report shortcomings may often be worse than no report at all.

In the case of the Montefiore School of Chicago, since all its pupils are problem cases, many of them are known to the court. Consequently court workers often call at the school for interviews with their charges. The school makes provision for privacy for the court worker so that he may interview the pupil in whom he is interested without disturbing others and without subjecting the child to any ridicule or teasing because of having been visited by a court worker. The school also has the services of specially-trained truant officers and visiting teachers who are qualified social workers with whom probation officers may confer and then together work out plans for the child's adjustment.

The Montefiore School also has a full-time psychologist and a part-time psychiatrist, and probation officers and other court workers may have the advantage of conferring with these experts in securing a better understanding of the problems of those pupils known to them. The Montefiore School is also provided with doctor, nurse, and dentist, and often probation officers are able to obtain medical and dental work for their cases which they could not otherwise obtain. Court workers are also asked to advise with the school's workers in order to help overcome problems in the home and community environments of their cases. Needless to say, social case histories are always exchanged between the school workers and the court workers in their attempts to adjust the problems of pupils known to the court.

Cases brought by the school authorities to the court's attention—

In Chicago a parental school petition may be filed by school authorities in the juvenile court whenever, because of habitual truancy or persistent violation of school rules, a pupil can no longer be kept in a regular school. Consequently, certain cases heard by the court originate with school authorities. Every school principal must make provision for the attendance, discipline, and control of pupils in his school. Bad discipline and school behavior, like truancy, are symptoms of something wrong.¹ They may be occasioned by poor teaching, inadequate supplies and materials, bad home conditions, or a high degree of industrialization within the school's environment. The principal should strive to overcome truancy and discipline by work within his school; and, by using school civic clubs and councils, changing the spirit of the school, restraining teachers who use school work as punishments, he can usually succeed. There will be cases, however, in which truancy and misdemeanors continue in spite of the school's best efforts, for schools cannot control home conditions and all the social and economic factors of the child's life which may be the causes for non-attendance and poor behavior. When all other means fail, the principal may be compelled to use legal means to keep children in school or to protect the school from a vicious individual. When such court action is necessary there will be need for the closest cooperation between the school and court in order that the individual problem child, the school, and society may not suffer any harm.

The Montefiore Special School cares for all the court work of all boys for approximately one-half the city of Chicago. This is true because all boys who cannot be adjusted in the regular schools are first given an opportunity to adjust in this special school before court action is undertaken. However, in spite of the many added facilities the school offers, there are approximately 17 percent of the cases which must be called to the court's attention. The procedures worked out between the juvenile court and the Montefiore School may prove suggestive to others as means of securing better cooperation between the juvenile court and school.

Whenever a case is taken to the juvenile court in Chicago, the petition is presented and placed on the docket by the Bureau of Compulsory Education. The school then prepares a complete case history which is available for use by the judge several days before the hearing. In this way the court may be fully cognizant of all details of the case before the child comes before the judge. This complete case history is made up of several parts. First a short summary is presented giving such facts as the child's name, age, date and place

¹Reavis, W. C., Pierce, P. R., and Stullken, E. H. *The Elementary School*. Chicago: University of Chicago Press, 1931. p. 117.

of birth, grade placement, name of parents, facts as to school attendance and behavior. The social history is usually prepared by the visiting teacher, who is trained in social service procedure. In preparing the social history the following outline is amplified in order to cover the case under investigation:

Name

Address

Age

Date of Birth

Place of Birth

Sex

Color

Grade

Room No.

A. Personal History

1. Behavior

a. Immediate problem

b. History of behavior

(includes medical care or physical difficulties)

2. School

grade, conduct, etc.

Full school history beginning with first school and ending with the last, giving name of school, years attended, attendance, grades, character of work, etc.

3. Statement concerning any work done by child

4. Statement of all work done on case by attendance officers, including dates of conferences and results obtained

B. Social History

1. Economic status

relief, wage earners, income, standard of living

2. Home

environmental (housekeeping)

rooms and rent

3. Household

list members, giving age, school grade—making any additional comments

boarders and roomers

4. Family life explained

5. Attitudes

Statement of parent to child—child to parent

6. Neighborhood

recreational facilities

opportunities for recreation

7. Associates

statement concerning any gangs with which boy associates

C. Family History

1. Foreign born

2. Language in home

3. Physical or mental defects

4. Church affiliation or interest

D. Social Service Exchange Record

In addition to the visiting teacher's work a copy of the psychologist's test results is included. This report contains a brief statement as to the findings of both individual and group intelligence tests. The mental age and intelligence quotient are both given. In addi-

tion to results of intelligence tests the psychologist's report contains the results of achievement tests in the various school subjects. These results are usually given in grade scores. The following tests are used:

A. Group Tests

1. Intelligence tests
Kuhlmann-Anderson
2. Educational tests
Stanford Achievement Tests in reading, arithmetic computation, arithmetic reasoning, nature study, science, and language
Haggerty Reading Examination
Detroit Word Recognition
3. Aptitudes
Stenquist Mechanical Aptitude Test
Detroit Mechanical Aptitude Examination for Boys
4. Interests
Terman Interest Blank
5. Personality test
Woodworth Cady Questionnaire

B. Individual Tests

1. Intelligence
(a) Kuhlmann-Binet
(b) Stanford-Binet
2. Performance tests
(a) Porteus Maze
(b) Knox Pinter Cube Test
(c) Kohs' Block Design Test
3. Educational
(a) Gray's Oral Reading Tests
(b) Dictated sentences from Chicago Spelling Lists
(c) Arithmetic from Chicago Course of Study

As seen from the above outline the psychologist's report contains some attempt at evaluating the child's mechanical abilities, his interests, and his personality as well as educational progress. Reference is also made to any significant findings concerning the home, school, and social life of the child which may be noted by the examiner when giving the tests. The report closes with brief recommendations concerning school and grade placement.

Children brought into court are usually first interviewed by the psychiatrist as well as the psychologist and this psychiatrist's report is also sent to the court. The report usually contains a brief statement of the boy's physical condition and a history of his physical development. In studying the child's development, the psychiatrist, whenever possible, interviews the parents. Any significant facts learned in this interview are reported. His personality is fully explained, especially in every way it may affect behavior. Feelings of the patient are adequately recorded. Conflicts of all kinds are explored in an attempt to explain any anti-social behavior. Delinquencies which may appear to be pathological types of behavior

have often been found to be quite logical when the entire sequence of causes is discovered. Such findings are extremely valuable to a judge in considering a case in the juvenile court. The psychiatrist also makes recommendations as to treatment which may prove effective in adjusting the case properly. When the case before the court is known to other social agencies, copies of their reports are appended to the school's report. The school attempts to give the court the benefit of all of its findings and contacts with the child at the time the case is taken into court. Thus the judge of the court has at his disposal a complete school, social, home, psychological, and psychiatric history of the case and is better able to judge whether institutional placement, foster home placement, or another attempt at school placement will be best for the individual child.

In making all these reports to the court the various workers making them state all facts accurately and in an unbiased manner. No attempt is made to *prosecute* the case before the court. Everything in the child's favor is stated as fully as his misdemeanors; in fact workers often work harder listing the assets in the case than in reporting its liabilities. The school looks upon the child before the court as one needing further protection than the school can give and hence asks for judicial help in working out the case. The judge in turn attempts to do all the court can to save the individual for society. The principal is present in court whenever cases are heard and confers with the judge or with the superintendent of the institution to which the child may be sent, before institutional placement is ordered. Whenever in the judgment of the juvenile court the child must be taken from his home and placed elsewhere the institution or agency receiving the child gets the benefit of the school's work on the case and in order to give this help the entire case history is forwarded with the child to the agency or institution.

Conclusion—In the two years that the Montefiore School has been in operation it has taken 286 cases into court out of a total of 1613 cases enroled in the school. In all of these cases the judge has been able to work much more intelligently because of the material presented to the court by the Montefiore School. Many of these cases have been reclaimed for society. The school has been able to adjust about 82 percent of its cases without court action, thereby saving the time of the court for other matters. Thus, because of the attention given to problem boys by both special school and court workers, many have been redirected and have become assets instead of liabilities to the community.

DEAL WITH THEM INTELLIGENTLY

EDWARD F. WAITE

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THE JUVENILE COURT is a very modern institution—only a little more than thirty years old. During the first half of its career it rapidly won its way in public favor. Not until 1914 or 1915 did its critics gain the popular ear. Then began a challenging call for reconsideration. It was pointed out that except for the mere adjudication of a child's status as dependent, neglected, or delinquent the functions exercised by the court were not judicial but administrative; and it was argued that as such they were more appropriate to the school than the court. Some of the critics went so far as to practically demand that the court be abolished and all its work turned over to the school. Champions of the court stoutly defended it as it was. And between the two extremes many different views were earnestly presented to those who would read or listen.

The discussion died down without resulting in any radical change in the constitution and functions of the typical juvenile court; but it rendered a substantial service in stressing the essential character of the court as a part of our educational system. The strictly judicial function of adjudication—i.e., determination of legal status—we now clearly see is exercised for a single purpose only, to find or create for the child an environment in which may be supplied the education he needs; and of course, education means such reasonably adequate training for life in body, mind, and behavior as the particular child is capable of receiving. Placements, supervision, probation, institutional care are means to this end. So far as they continue to be vested in the court it is only because this seems to be the more expedient and effective way, and because administrative functions of this sort are now perceived to be consistent with that sound conception of a social court which modern conditions have developed out of ancient principles.

But while the administrative—that is, the remedial—work of the court has not been turned over to the school, the clearer realization by both court and school that this work is a part of the general educational process has resulted in increasingly close and intelligent cooperation. Such cooperation is simple and easy in dependency and neglect cases; it is more complicated in the field of delinquency, to which the writer will henceforth limit this discussion. And there is a further limitation: most delinquent children who come into court are from the schools. It is only such that we are now considering. If a delinquent is not in school and cannot be required to attend, of course the school has no part in the problem of his readjustment.

In order that the state may intervene for the purpose of exercising its sovereign right to ultimate guardianship, superior even to the right of the parent, the need for such intervention must be found to exist. To declare the need and exercise the right in a delinquency case involves an interference with freedom of individual action on the part of the child or the parent or both. According to traditions that appear to be too deep-rooted among Anglo-Saxon peoples to be successfully attacked, this is the exclusive province of a court, not because of the greater wisdom or equity of any judge, but because court procedure insures such safeguarding of individual rights as immemorial experience has shown to be necessary and commonly sufficient.

When a school child has been taken under the jurisdiction of the court as a delinquent, if he remains in school he is supervised through the familiar method of probation. This means merely that he is kept for a while under friendly but authoritative surveillance to insure his good behavior. If the court undertakes to exercise this surveillance through its administrative staff it must of course have the constant assistance of the school. It is quite conceivable that the function might be turned over wholly to the school; but if the child does not respond, corrective measures other than probation must be tried, and some of these may involve compulsion. Therefore, even if probation were in the hands of the school, the court would still be needed as the only agency outside the home that can say "must." School and court, then, are mutually dependent in any plan for the readjustment of school children who have been adjudged delinquent.

It is such children that we have chiefly in mind when we speak of the cooperation of school and court. And yet the problems of the school principal in the field of juvenile delinquency begin long before the child comes before the judge. Cooperation with the court is easy compared with what we may term pre-court work. To detect delinquency in its beginnings, look for its contributing causes; seek remedies fitted to the infinite variety of individual temperament and capacity, and to the environmental factors that make up the life and tend to shape the character of a child; decide when available methods of correction ought to be abandoned as unsuccessful and assume the grave responsibility of referring the case to the court—these burdens must be borne by the principal before the duties of the judge have begun.

Two types of pre-court delinquency are encountered—conduct which is directly related to the pupil's school experience, such as truancy, insubordination, theft, and other disorderly acts in the school building or on the grounds; and conduct having no direct relation to school experience. With the former the principal must concern himself for the morale of the school if for no other reason; with the latter he may or may not according to his ideal of a prin-

principal's function and his judgment in the particular case. The writer ventures the opinion that any serious misconduct on the part of a pupil that comes to his knowledge, whether occurring in school or out, has an imperative claim to his attention. The education for which the school stands today is education of the whole child—the development and training of that composite, subtle, but very definite thing we call “character”; and any incident which reveals or may deeply affect the character of his pupil is a factor in the pupil's life which the good principal cannot ignore.

To suggest the methods by which this remedial work is to be pursued would be presumptuous for one who is without experience in the field. But while the onlooker may not assume to say what ought to be done he may observe what is being done; and he cannot fail to see with joyful appreciation that the tendency in school education is away from mass production and toward individualized construction. Teaching today is craftsmanship, not mechanics. Teachers, and especially principals on whose shoulders rests the discipline of the particular school—that is, the coordination of its character-building processes—are finding room for all the study and skill they can command in making diagnoses and applying remedies. They are accepting the phenomena of behavior as challenges to the discovery of the causes of behavior and the selection of appropriate correctives and stimuli. What? Why? And then what and how?

The technic of court-and-school cooperation in cases of adjudicated delinquency seems to me too obvious to be dwelt upon in detail. The technic of preventive and corrective work in school the writer has confessed himself unable profitably to discuss. Perhaps, however, he may make two practical suggestions in regard to pre-court cases. *Do not bring the child into court until you must.* This is not because coming into court involves a serious stigma upon the child. The attitude and methods of the juvenile court, and the general feeling of the community toward the court, prevent this, or at least largely minimize it. But at its best the court room, or even the desk of a probation officer, is an undesirable place for a child who does not need to be there. Quite aside from any stigma, there is risk of damage to the child himself. One type may be harmfully wounded in his self-esteem. Another may gain a fictitious importance in his own eyes, equally harmful. Two who come in together for joint misconduct may find in the experience emphasis upon a common interest which it would be well for them to forget. But another rule is equally sound: *Do not fail to bring the child into court when that is what he needs.* There is a point where, other expedients having failed, the welfare of the child requires more than anything else that he shall feel the hand of authority, and when it is plain that parents, with all the counsel and aid the school can give, cannot or will not apply it effectively, there ought to be prompt

resort to the court. There comes a time in the life of every child who persists in delinquent conduct when he should learn that back of parent and school stands the sovereign power of the state, exercised through the court, which he cannot defy with impunity.

So tender is the community toward the follies of childhood and early adolescence that even when court action seems required it seeks whenever possible to save delinquent children from actual appearance before the judge. Well appointed juvenile courts provide for a preliminary interview with the chief probation officer when parents are cooperative; and thus in many cases the needed impression is made without intervention of the court, save in the way of friendly and informal advice and warning from one who in the eyes of the child appears as an intermediary between him and the judge. Many cases are annually handled thus in the juvenile court of Minneapolis, with good results in the great majority of instances.

In the office of every school principal and in the chambers of every juvenile court judge there should hang a copy of the Children's Charter formulated by the White House Conference of 1930. Here is a paragraph:

For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life.

THE PRINCIPAL has found that it is easy to supervise the activities of the child during school hours, but it is in the "leisure time" that danger lurks. The principal is therefore anxious to stimulate, through the school, agencies that supplement the work of the school and build for better and stronger American boys and girls. These activities are not superimposed on the child. The boy or girl belongs to these youth organizations because he wants to. He is interested or he would not be there. Through this keen interest half of the battle is won, because we tend well the things toward which we are attracted.—Ruth Dunbar De Windt, Chapter VI.

PREVENTION NOT PUNISHMENT

MARY M. BARTELME

Judge, Juvenile Court, Chicago, Illinois

ABOUT THIRTY-FIVE YEARS AGO club women in Chicago became much disturbed over conditions in police stations and the county jail where children ten years of age and up were incarcerated with the lowest and most dangerous criminals. Through their efforts and those of other agencies a law providing for the establishment of the first juvenile court in the world was passed in April, 1899, and went into effect in July of that year in Chicago. Since that time most foreign countries and all but two states in the Union have established juvenile courts.

Our court is a branch of the circuit court and has jurisdiction over boys under seventeen years and girls under eighteen years of age. From twenty-three to twenty-five thousand children are brought to the court annually, for each of whom assistance is sought in the solution of some menacing problem in his or her life. As judge of the juvenile court, it is the writer's duty each year to pass upon the cases of several thousand of these children who present about every type of behavior and misbehavior—the delinquent, dependent, truant, subnormal, mentally defective, feeble-minded—most of them children who lack proper parental care, home and family life.

No one can sit in that courtroom day after day without realizing that intensive educational work is most essential if we are going to stem the tide of truancy and delinquency that ultimately leads to crime and the filling and crowding of institutions for the feeble-minded, the insane, and the criminal.

Organization and procedure of the court—The staff of the court generally numbers about one hundred and fifty clerks, stenographers, typists, and probation officers. There are, also, thirty-three police officers detailed to the work of the court by the police commissioner.

No work is of greater importance to the juvenile court judge in arriving at a decision than that of the probation officer. The preliminary work on the case before coming into court, the manner in which the facts and evidence are presented, the attitude of the child, parents, and probation officer toward one another, are all vital factors in determining how to proceed with the case.

At present our probation officers are carrying seventy to seventy-five cases, while other welfare agencies limit the case load of their officers from thirty-five to fifty cases. The writer knows of no group of workers more industrious, more efficient, and more loyal to their work than our probation officers, but until the court is given a force sufficient to function properly for those who have a right to its aid, we shall be obliged to send to private agencies those we are unable to serve.

The probation department is divided into five divisions, as follows:

(1) *Investigation Division*—This department receives complaints and requests for investigations; looks into all new cases of dependency, neglect, adoptions, and feeble-minded cases heard in the juvenile court; and investigates all delinquent boys' cases (except those in which petitions are filed by the police) and all delinquent girls' cases. Through this division the juvenile court attempts to control its intake—a very important factor in any social agency.

By use of all the resources of the community the Investigation Division attempts to adjust and dispose of cases without formal court action. It is successful in doing so in about 65 percent of all cases accepted for investigation. These results are accomplished by careful and thorough investigation in order to find the best resources available for the proper care of each child at the least public expense.

It is in the preliminary interview in the Investigation Division that the question is determined if the case falls within the jurisdiction of the court and whether or not it will be accepted by the court for investigation.

Interviewing is difficult and if properly done requires skill and a highly developed technic. It cannot be done hurriedly or by unskilled persons. When done hurriedly cases are accepted which a more careful interview would have shown should never have been accepted. On the other hand, cases may be rejected which should have been accepted and real suffering may result.

(2) *Family Supervision Division*—This group supervises all cases of delinquent girls and dependent children placed on probation to live in their own homes and keeps contact with the homes of dependent children, who have been committed to institutions, in order to re-establish the children in their own homes as soon as possible.

(3) *Delinquent Boys' Division*—This division investigates all cases of alleged delinquent boys brought to the attention of the court by the Chicago police department or the Investigation Division, and supervises all boys placed on probation or under the guardianship of the chief probation officer.

(4) *Child Placing Division*—It places children in foster homes and supervises all dependent children and delinquent girls referred to it by the court. At the present time there are 626 children under the guardianship of this division, 95 percent of whom are girls who are earning their way and are no cost to the county.

(5) *Mothers' Pension Division*—This division investigates all applications for funds under the mothers' pension law and supervises families receiving funds. This department administered, during the past year, \$1,175,000 appropriated by the county for this purpose. The responsibility for the direction of the investigation of thousands

of applications for pensions and the supervision of the expenditure of so large a sum annually imposes a tremendous responsibility upon the head of this division and upon the court.

The family relief extended by the Mothers' Pension Division of the juvenile court of Cook County in 1930 equaled more than 40 percent of all of the family relief work done in the county, including the activities of the United Charities, Catholic Charities, and Jewish Charities, with their large staffs of highly paid executives and scores of supervisors.

At present over three thousand widowed mothers are waiting and hoping for the pension. Over nineteen hundred families are now receiving pensions, whereby 5,966 children receive a mother's care, instead of being placed in institutions.

Some dependent children are put in institutions, some on probation in their own homes, while others are placed on what is called the Boarding Fund. The latter is an annual appropriation by the county board of \$325,000 for the purpose of placing dependent children, whom institutions refuse to accept, in family or foster homes. This type of placing is growing in favor throughout the country as family and home life are considered more normal and better than institutional placement for most children.

Delinquent children are placed on probation, in foster homes, and when necessary, in institutions.

Problems associated with delinquency—The principal causes of delinquency are lack of employment, mental or physical illness, or the death of parents; the home broken by divorce, desertion, separation of parents, moral unfitness, or total lack of sense as to the responsibilities of parenthood.

These difficulties are some of the causes of the delinquency of children, and to them may be added truancy, poverty, and indifference of parents. Many parents are indifferent to the child's needs, his education, the need for appropriate clothing for school or work, his recreation, and his moral influences. Few children are brought to the court, on charges of delinquency, from good homes where they have proper parental care. Parents who nag, drink, lie, and have low standards of living fail in proper parental care and contribute to the child's delinquency.

Truancy from school is often the initial factor in a juvenile delinquent career. The dishonesty and deceit necessarily practised by the child who is truant is the most serious element in the lowering of a child's morale. He very often joins a gang that has as its objective petty thievery, and then progresses to hold-ups, robbery, gun-toting, and crimes of every sort. The writer believes that a very large percent of delinquency will be nipped in the bud when children are promptly checked on their non-attendance at school.

Cooperation of the court with other agencies—The movement in Chicago establishing two schools, one in September, 1929, the other the year following, for truant and incorrigible boys, instead of placing them in truant rooms or in the parental school has been a most wholesome and helpful movement toward the betterment of the morale of the entire school system. These truancy schools operate six hours a day during the calendar year and offer a curriculum of hand-work and academic training fitted to the needs of "boys who are found to be educationally, morally, and emotionally maladjusted types." The work of the psychologist, psychiatrist, visiting teacher, doctor, and dentist all plays a part in assisting the room teacher to help each pupil make the best adjustment he can in school and the community. Let us hope that some day there will be enough of these schools to adequately administer to all pupils who need this type of care.

On Thursdays from thirty to fifty cases of truancy are heard in the juvenile court. Fortunately, the schools and the court earnestly cooperate to do what is best for each child brought into court. The court constantly cooperates with all welfare agencies, public and private, that deal with child problems.

Conclusion—We look to the public school as the great constructive force in child building for through education can be laid the foundations for fine citizenship, and the right attitude toward decent parenthood, home and family life.

Decades ago the child was largely helped in the solution of his problems by the process of protection. He was protected as far as possible from hearing, reading, seeing, feeling those things that might lead or tempt him to evil thinking and wrong-doing. Today such protection is impossible. We must not expect to protect our youth from temptation but must prepare them to meet it. Today everything is open, everything is practically within the reach of our youth—newspapers, magazines that describe every detail of crime and evil; movies that depict every emotion and every act—a nickel or dime supplies them all. The youth is best fortified for life whose parents and teachers have filled his child life and thought with an appreciation of the finer things of life, who have aroused in him the desire for true usefulness, accomplishment and citizenship, and who have instilled in him in his daily tasks and recreation the stern discipline of self-control, self-respect, self-denial, and self-reliance.

Today we no longer condemn, find guilty, and inflict penalties on children for wrong-doing, but seek through preventive and constructive measures to guide, to lead, and to educate them away from crime and into paths of right and happy living.

JUVENILE DELINQUENCY AND THE SCHOOL

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THE SCHOOL is no longer looked upon as an institution isolated from the influences and issues of life. The elementary school principal, working in a coordinating capacity, recognizes the necessity of cooperation with many educational agencies in his community, including the juvenile court.

In an effort to discover major causes of delinquency as observed by juvenile courts, a questionnaire was sent to fourteen judges of juvenile courts in various parts of the United States. The writer acknowledges the replies of nine judges as the basis for subsequent paragraphs of this article.

Six most common delinquency charges—There seems to be little uniformity in the use of terms employed by juvenile courts. The replies to the questionnaire in this study show a flexible use of terms which practise tends to make the picture of behavior problems somewhat incomplete. Table 1 shows that incorrigibility was mentioned more than any other offense. A combination of stealing and larceny frequencies would probably place the emphasis where it belongs. Again, crime against property, and house-breaking are so closely allied, the distinction between the two has little significance to the social worker. Running away, disorderly conduct, and mischief have similar applications. This group of offenses is frequently handled unofficially, that is, no court action taken, but handled by the probation officer and other designated agencies. Traffic violation was listed by four, of which number three had specific reference to driving without permits.

The number of replies in this present study is limited, but trends are definitely reported for comparison with an authoritative report of sixty-five courts in 1928.¹ In total numbers, the 1928 report shows stealing ranked first, and carelessness or mischief second, according to the statistics of sixty-two courts, if total numbers of offenses are considered. Communities have their local problems. In the report referred to, New York City has fewer cases of truancy than Philadelphia, but more cases of ungovernable children. It is unsafe to generalize on population as the causative factor. Population of a city is one of many causes contributing to conditions in which delinquency exists.

Time of day most delinquencies are committed—Six of the nine replies in the present study reported evening or night as the time

¹United States Department of Labor, Children's Bureau. *Juvenile Court Statistics*. Bureau Publication No. 200, 1928. p. 50-51.

most of the acts of delinquency are committed. In three cities, afternoon is the time of day most juvenile offenses are committed.

Since most of the offenses occur at night, school authorities may wish to point out that the jurisdiction of the school ceases with close of the school day. Can principals be excused on that ground? Is there a tendency to "pass the buck" between the principal and the parents?

TABLE 1—DELINQUENCY CHARGES REPORTED BY NINE JUDGES

Charge	Frequency
a. Incurribility -----	7
b. Sex offense -----	6
c. Larceny -----	6
d. Carelessness or mischief -----	5
e. Disorderly conduct -----	5
f. Stealing -----	5
g. Crime against property -----	4
h. Traffic violations -----	4
i. Truancy -----	3
j. House-breaking -----	3
k. Running away -----	2
l. Injury or attempted injury to person -----	2
m. Drinking -----	2
n. Loitering -----	1

The educational philosophy of a principal is most important at this point. If he insists on confining himself to classroom activities then an opportunity for constructive leadership is sacrificed upon the altar of personal selfishness. It is recognized today that the laws of learning are operating, not according to clock-hours in a classroom, but continuously as a life process. The school which provides a comprehensive and favorable opportunity for child development is fulfilling a truly educational function.

To provide this "twenty-four-hour school" will require great sums of money. If "crime costs four times as much as schools"¹ we can well afford to invest more money in providing an activity program as an outlet for the out-of-school hours. The objections to the use of school courts and gymnasiums, because of the additional expense of heating and lighting, and extra janitorial service, are relatively trivial. Money is most profitably spent when it gives a positive emphasis to natural development of children and thereby tends to lessen delinquency. In those schools where recreational facilities are at the disposal of the adolescent youth afternoon and evening, under proper supervision, delinquency is practically unknown.²

An occupation of some nature seems to be a profitable way for the boys to spend their time, according to a recent editorial:

¹See an article in the *New York Sun* by Howard W. Pillsbury, superintendent of schools, Schenectady, New York, October 7, 1931.

²Bronxville Schools, New York.

More than a year ago, when sporadic hold-ups evolved into an epidemic and the hair-trigger minds began to blat about a professional crime wave, one of our experienced police officials was criticized when he flatly declared his belief that half-baked boys with no regular occupation were responsible for much of the banditry. Subsequent events have proved the accuracy of his statement.¹

Statistics show that most charges of delinquency occur between the ages of fourteen and sixteen.² If the home does not provide means for employment, the school, through organized activity programs, should offer a supplement.

School practises believed to cause delinquency—A list of three school practises believed to cause delinquency was asked for, but probably because of the nature of the question the response was limited. Two replies listed three causes, three offered two reasons, one gave one reason, and three made no response. The causes given by the nine judges are shown in Table 2.

TABLE 2—SCHOOL PRACTISES WHICH CAUSE DELINQUENCY ACCORDING TO NINE JUDGES

Practises	Frequency
a. Grade misplacement -----	3
b. Lack of understanding between pupil and teacher -----	3
c. Inability of teacher to recognize problems -----	2
d. Failure of curriculum to provide for special cases -----	2
e. Mixing rich and poor -----	2
f. Truancy -----	1
g. School attempting to adjust problems without the cooperation of home -----	1

That curriculum reorganization is under way in many school systems is a wholesome sign for the future, but for the present much is left for the teacher in meeting individual needs. Undoubtedly many teachers have difficulty in meeting the problems of pupil maladjustment which overwhelm them. Also, the difficulty may be in the home or a major responsibility of the parents. From the psychiatrists we learn that in the United States and England 60 percent of all juvenile delinquents show emotional conflicts caused by home conditions.³

There can be no denial that a sympathetic teacher with spiritual qualities is a stabilizing influence for a maladjusted pupil. The "artist teacher" is constituted through inclination and training to perform this task admirably. The writer observed a teacher of a sixth-grade class of boys, in a New York City school in May, 1931. The class was composed of "truants," "run-aways," "incorrigibles," and others necessary to make a family group of *undesirables*. The

¹See the *Boston Traveler*, September 8, 1931.

²United States Department of Labor, Children's Bureau. *Juvenile Court Statistics*. Bureau of Publications No. 200, 1928. p. 36-37.

³See article in the *New York Times* by Leon W. Goodrich, Director of the Child Guidance Bureau, New York, N. Y., September 16, 1931.

teacher had confidence and sought to establish that quality in each pupil. Imagination and the spirit of adventure were capitalized. Through the association with this "artist" an interest was developed in schoolwork, which enabled these "incorrigibles" to release their creative power. A unit of work in history completed by the class was awarded first prize at the city exhibit, much to the surprise of those who did not see in the boys any evidence of ability. Desirable home conditions and flexible curriculums are necessary, but they do not remove the necessity for the influence of the master teacher. Elementary or even high-school education is no guarantee against crime, but the place to nip criminal tendencies is in the period when they first manifest themselves during the pre-adolescent and adolescent stages of a boy's life. That should be a major function of the teacher.

School practises which should be emphasized—The nine judges were asked to indicate the school practises which should be emphasized as preventives of delinquency. Table 3 shows how scattered were the replies. Installation of a system of visiting teachers, and increased recreational facilities for after-school hours were the only suggestions offered by more than one judge. The visiting teacher, by the nature of her work, is in position to perform a feat of social engineering. Principals frequently rely upon the visiting teacher to settle delicate problems which have their origin in the home.¹ There are numerous problems which the visiting teacher can solve through intimate contacts which classroom teachers and principals do not have.

The visiting teacher and probation officer working together are indispensable to a city school system. These officers with proper support settle many minor offenses out of court. Each at times, furnishes an impartial investigating service.

Table 3 shows that more hobbies were suggested as a practise which should be emphasized by the school. Any one who has dealt with child-life is aware of the enthusiasm which may be developed by a hobby. Collecting stamps, rare coins, autographs of distinguished men, and other hobbies may become a wholesome avenue of development.

The vocational and trade school has been found to offer most in the way of adjustment for pupils not inclined toward classical subjects. A wider use of these courses is suggested as an essential in preventing juvenile delinquency. The trade school in addition to giving an outlet for the interests, at the same time prepares the pupil to be self-supporting. Under our present system of education commercial and vocational schools have gained the respect of people at

¹From interviews with elementary school principals in New York, N. Y., 1930-31.

TABLE 3—WHAT SCHOOL PRACTISES SHOULD BE EMPHASIZED TO PREVENT DELINQUENCY?

Practises to Emphasize	Frequency
a. Installation of a system of visiting teachers	2
b. Increased recreational facilities for after-school hours	2
c. An effort by the school to understand the work of juvenile court and probation work	1
d. The school should function in probationary plans	1
e. School and court working to a better understanding	1
f. Interest in the individual child by the teacher—better social environment	1
g. Character building through instruction and example by the teacher..	1
h. Organization of vocational or trade schools	1
i. Fitting the curriculum to the child	1
j. More music and literature	1
k. Less competitive athletics which win applause	1
l. More hobbies	1
m. Emphasize the duties of parents in supervision of their children.....	1
n. Emphasize the danger of the gang spirit	1
o. Join the Boy Scouts	1
p. Encourage pupils by rewarding small favors for good work.....	1
q. School lunches	1
r. More emphasis on mental hygiene	1
s. Readjustment as far as possible of physical and mental defects.....	1

large. One of the chief advantages of the vocational school is that it offers some pupils a chance to succeed in school, when classical subjects are beyond their grasp.

That more importance be attached to mental hygiene is a necessity. The demand for teachers trained in this capacity is greater than the supply. The need for greater emphasis on mental hygiene however, is beginning to manifest itself. Recently it was stated that twenty times as many teachers in the New York City public schools are taking mental hygiene courses this year as ever before.¹ It is becoming increasingly important that each child be regarded as a potential asset to the community. The child has a right to succeed, and if he does not, the solution of the difficulty lies primarily with the teacher. Mental hygiene has contributed much to our interpretation of conduct. What is usually considered bad conduct is an effort to gain certain satisfaction. Through the use of mental hygiene teachers have begun to analyze underlying causes for undesirable conduct rather than attribute the offense to being possessed of a demon.

Major social-economic causes of delinquency—Eight of the nine juvenile court judges gave the causes for juvenile delinquency shown in Table 4. Broken homes and unsupervised children were each mentioned three times. The broken home is frequently cited as

¹See article by Leon W. Goldrich, Director of Child Guidance Bureau, New York, N. Y., *The Sun*, October 14, 1931.

TABLE 4—OPINION OF NINE JUDGES AS TO THE SOCIAL-ECONOMIC CAUSES OF DELINQUENCY

Causes of Delinquency	Frequency
a. Broken home -----	3
b. Both parents employed, children unsupervised -----	3
c. Poverty -----	2
d. Lack of parental control -----	2
e. Lack of proper moral and religious training in the home-----	2
f. Unemployment -----	2
g. Inability of parents to manage financial affairs -----	2
h. Lack of adequate community recreational facilities-----	1
i. Ignorance and indulgence of parents -----	1
j. Second generation conflict -----	1
k. Ill health of the child -----	1
l. Precocious child is likely to go through a "spoiling process"-----	1
m. Bad associations -----	1
n. Failure of teachers and parents to recognize good qualities of pupils. 1	
o. Motion pictures -----	1

the prevailing cause of delinquency. There is no doubt some basis exists for the widespread uneasiness about the status of the home. The ratio of divorces increased in 1929 over the previous year¹ and compared with other nations, in 1927, the United States was second in the number of divorces granted.² The schools are not concerned with divorces, but they are vitally concerned with those forces which *cause* divorces and tend to dissolve the home. It seems feasible that the home-making courses now offered in larger city schools should be included in the curriculum of all elementary and high schools. It is possible to extend these courses to smaller town schools and teach the fundamentals of home making in such a manner that parents may also be benefited.

There can be little doubt about poverty and unemployment being responsible for certain types of delinquency, though it seems unfair to place the burden of crime on schools, ignoring many other educating forces. Schools are not exempt, however, from responsibility in exercising all measures of precaution in their authority against delinquency and crime.

Lack of proper moral and religious training in the home was listed twice. Environment is also a factor in character development, not only in the home, but in the community. Where community spirit is better, delinquencies are commensurately milder. The good spirit of a community directly concerning child welfare is inevitably proportionate to the feeling of responsibility on the part of adults. This expresses itself by personal service in preventive and remedial agencies and in the creation of favorable public opinion in behalf of childhood. In failing to provide conditions in which

¹See the "World Almanac," *The World-Telegram*, New York, 1931. p. 456.

²Bagley, W. C., *Education, Crime, and Social Progress*. New York: Macmillan Co., 1931. p. 37.

the best of character is developed, the school and the home defeat a major purpose of its existence.¹

Suggestions for lessening delinquency by courts and schools—The nine judges were asked for suggestions as to ways to eliminate the social-economic causes given previously in Table 4. The proposed remedies are listed in Table 5.

TABLE 5—MEANS PROPOSED BY JUDGES TO ELIMINATE CAUSES OF DELINQUENCY

Suggestions	Frequency
a. Closer cooperation of schools and juvenile courts -----	2
b. Adequate medical examinations, close follow-up work of schools through the visiting teacher system -----	2
c. Classes in parental education conducted by some agency where parents might be able to go for consultation on the problems arising in their families -----	1
d. An introduction into the public schools of a course in home-making to teach the importance of being a mother and the duties attendant thereto; the same applying to the boys on being a father and the duties involved -----	1
e. Closer cooperation between the court and character-building agencies and church -----	1
f. Development of more adequate recreational facilities including wider use of school buildings and grounds during out-of-school hours---	1
g. Checking truancy -----	1
h. Through monthly meetings of teachers and parents to discuss problems with which all are concerned -----	1
i. Encourage the parents to send their children to church every Sunday-	1
j. More supervision during periods of recreation-----	1
k. By acknowledging the needs of the pupil as being paramount in society	1

While sending children to Sunday School every Sunday is commendable, it is unsafe to rely entirely upon Sunday School and relax in other methods of teaching morals. Sunday School alone has been questioned as to its value in character education and in certain instances it has been thought to have negative results.² Murray found in 1926 that one of the stronger religious denominations supplied the greatest number of cases to the juvenile court in Washington, D. C.³

Table 5 shows little duplication of suggestions, however, the only duplicate suggestion being cooperation between school and court officials. The juvenile court and schools of Bridgeport, Connecticut, have a definite program for coordinating probation work with the school authorities.⁴ The child welfare organized in the office of

¹*Tenth Yearbook* of Department of Superintendence. N. E. A., Washington, D. C., 1932.

²Hartshorne, Hugh and May, Mark A. *Studies in Deceit*. New York: Macmillan Co., 1931. p. 15.

³Murray, Raymond, W., *Report Covering Work of the Juvenile Court of the District of Columbia, July 1, 1906 to June 30, 1926*, Washington: Government Printing Office, 1927. p. 134.

⁴Manuscript in the possession of the author prepared by the juvenile court of Bridgeport, Connecticut.

the assistant superintendent serves as a means for working out many problems. In addition, visiting teachers assist in field work. The school handles offenses of minor importance, and through the assistance of the probation officer and other parties concerned, every effort is made to settle cases out of court. All school cases must reach the court through the child welfare department. The court, in turn, works with the schools through the same avenue. In case of truancy, officers may be used, but teachers should, as far as possible, remove the cause. Truancy in its first stages needs corrective rather than punitive measures. There are those cases in which the offense occurred outside of the jurisdiction of schools. If the offenders are still attending school then the school may be called upon by the juvenile court to cooperate in setting up and carrying out a program for correction of the child. The court recognizes the school as one of the most vital factors in the life of the juvenile—hence plans to use the teacher in constructive programs for the youth who makes unfortunate mistakes.

Conclusion and suggestions—Juvenile courts are primarily concerned with prevention of crime, rather than punishing the offender. Efforts are made to give as little publicity to the case as possible. The work of juvenile court has been so helpful in settling minor offenses out of court that its influence is responsible for the creation of domestic relations court, where similar technic is employed in treating domestic problems of adults.

Incorrigibility was the offense mentioned the greatest number of times by the nine juvenile court judges cooperating in the present study. It is possible that there were offenses more serious in some cases than incorrigibility since many terms are used interchangeably, and efforts are made to protect the offender from unfavorable publicity.

Evening or night was the time when most offenses were committed. Among the frequently mentioned types of stealing were automobiles, and money from milk bottles. After school was mentioned as affording a challenge to the adventure of youth.

Grade misplacement and lack of understanding between teacher and pupil were mentioned as causes of delinquency.

Emphasis on mental hygiene, work of the visiting teacher, and curriculum reorganization were thought to merit more consideration by school officials in an effort to prevent delinquency.

The chief causes of delinquency as reported were broken homes, unsupervised children, unemployment, poverty, and lack of moral and religious training in the home. Special emphasis was placed upon the home as being the most effective institution for character development under normal conditions.

It was pointed out that the influence of all the educational agencies was essential to an environment which eliminates delinquency. One institution alone, even the church, is insufficient.

Conditions as revealed by the study followed the law of "specificity." Each community had problems peculiar to itself.

From the conditions described, the writer believes that the following suggestions may be helpful:

1. Wider use of psychologists in grade placement of pupils.
2. Curriculum offerings should be extended in vocational lines.
3. Emphasis should be given to the social contribution of citizens rather than material success.
4. Parents should be encouraged to assume more responsibility in teaching their children.
5. More reliance upon scientific knowledge in adjusting schools to pupils.
6. Sex education should be given in the upper elementary grades.
7. More schools should teach thrift.
8. Courses in home-making should be offered more extensively.
9. Cooperation of more schools with juvenile courts and civic organizations.
10. More emphasis in the home upon moral and religious training.

A RAPIDLY CHANGING industrial and economic society has made it possible for the masses to satisfy physical appetites and also higher and more advanced aspirations. Out of these rapid changes has emerged a new social responsibility for the individual. We tend to give more heed to the welfare and happiness of the members of our community. More people are exercising work-privileges and more are exercising leisure-privileges than ever before because they want to. They feel that the important thing in life is an opportunity to express themselves physically, mentally, and emotionally. Education, therefore, must consider the pursuits of leisure as well as those of learning, for the expression of individuality belongs to leisure rather than to work.

—Lillian C. Thies, Chapter VI.

THE INSTITUTE FOR JUVENILE RESEARCH AND THE SCHOOL SYSTEM¹

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and

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IN THEORY, and, to a large extent, in practise, the underlying purpose of a governmental agency such as the Institute for Juvenile Research and the aim of the public school system are the same. Both are concerned with so directing and controlling the environment of children as to give those children an opportunity of realizing the best that is in them and thus of achieving the maximum amount of happiness. The methods used, however, by the two institutions to accomplish this purpose are quite different. The two methods are supplementary in the same way as the methods of a bureau of educational or vocational guidance and the methods of the regular classroom procedure in a large school system are supplementary. The Institute bears somewhat the same relation to the schools of the state as does a child study department to the schools of a large city system. A brief statement of the history and work of the Institute will make this point clear.

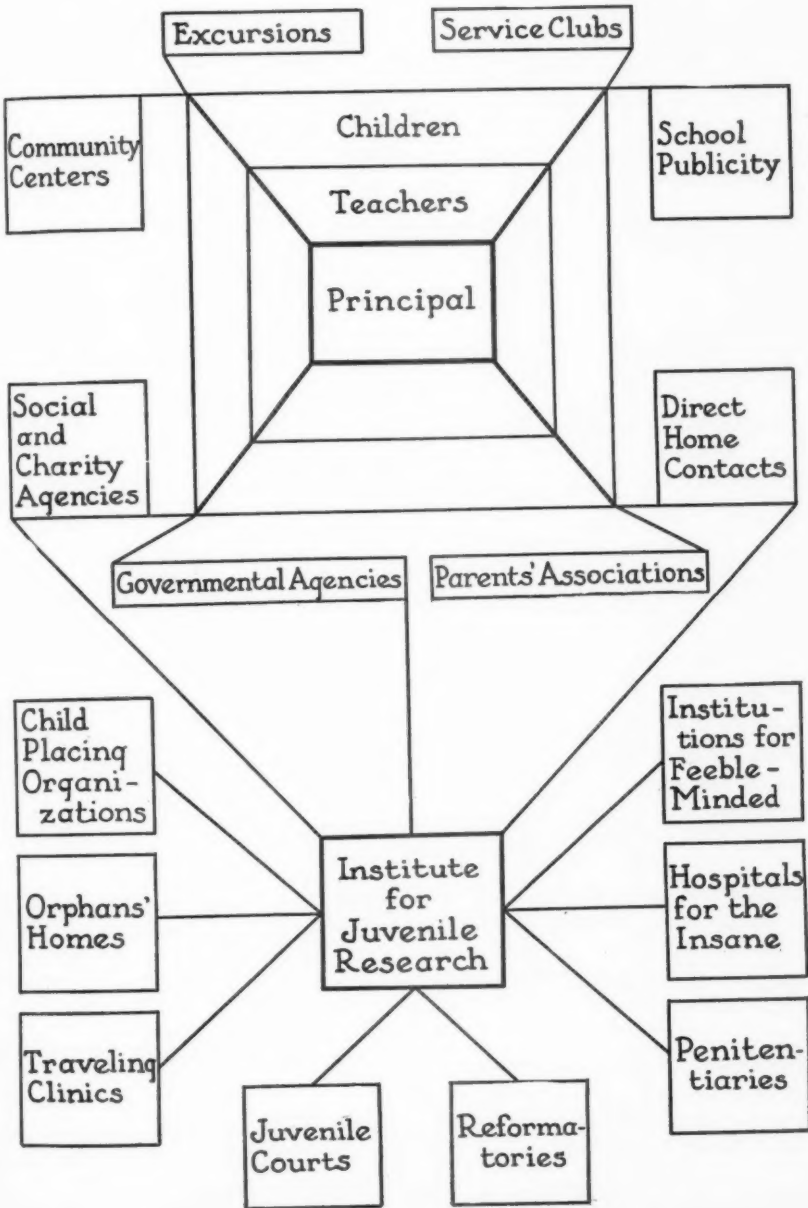
The Institute for Juvenile Research, which at the present time represents the preventive phase of the Division of the Criminologist of the Department of Public Welfare, grew up in connection with the juvenile court of Cook County. In 1899 the State of Illinois passed the Juvenile Court Act²—the first of its kind in the country—and in the same year the Cook County juvenile court was established. Work done by the juvenile court in the re-education and rehabilitation of children is now known throughout the world. Mariam Van Waters describes the procedure in the juvenile court thus³: "The juvenile court deals with the delinquent as nearly as possible in the spirit of a wise parent toward an erring child—the child is not put on the defensive. He comes before the court on a petition filed in his behalf instead of a complaint filed against him. . . . Here the grim majesty of the law court as well as its sordidness is thrown overboard. Nothing which terrifies the child is permitted. Something of the clinic, something of the confessional is present, but its spirit differs from either, for the court has not only power to inquire, to recommend, and to reconstruct, but like a super-parent it can obtain obedience of child and community. The instrument it uses is knowledge rather than force."

¹Studies from the Institute for Juvenile Research, Chicago. Series C, No. 195.

²Weigel, John C., "Our Responsibility to the Child," *Proceedings of the Thirty-first Iowa State Conference of Social Work*, October, 1930.

³Van Waters, Mariam, *Youth in Conflict*, Chapter I.

THE PRINCIPAL AND HIS RELATION TO A GOVERNMENTAL AGENCY



If you will for a moment contrast this procedure with that used in the usual adult court where the main purpose is to determine the innocence or guilt of the defendant without any consideration or regard for the motive or circumstances which produced the behavior, the value of the juvenile court in reconstructing youth will be most evident. The fact that within a quarter of a century the number of children coming before the juvenile court who were sent to the state school was reduced about 40 per cent more than justifies those who supported the establishment of the court.

In spite of this splendid achievement, however, there were still many serious problems to be solved. Why were so many children repeatedly returning to the court? Why had not the probationary system been able to solve more of these problems? Why had not the friendliness with which the cases were "prosecuted" prevented the large amount of recidivism? It thus became apparent to the friends of the court and to those who were interested in child welfare that the complexity of the problem was much greater than the court could hope to unravel. Many of the children presented difficulties which were much more social, medical, or psychological than legal. Consequently it was proposed that someone be invited to make a more thorough study of certain court cases, to see if some of the causative factors in their delinquency could be determined.

Mrs. W. F. Dummer, who had been interested in the organization of the court and still more interested in the welfare of children, agreed to finance from her own funds such a project. Fortunately those who were responsible for the selection of the personnel to make such a study had the foresight and intelligence to select for the purpose a first-rate scientist, Dr. William Healy. Thus was established in 1909—just a decade after the organization of the juvenile court—the first clinic for child guidance in this country. This clinic was privately financed by Mrs. Dummer for a period of five years.

The work of Dr. Healy during this five-year period is well-known. Out of his examination of cases which came to the court grew such works as *Mental Conflicts and Misconduct*, *The Young Delinquent*, and at a later period *Delinquents and Criminals, Their Making and Unmaking* and many other studies. These studies along with such as had been made a few years earlier by G. Stanley Hall and others, laid the foundation for the science of child study.

Healy's work in the juvenile court was so eminently successful that at the end of this five-year demonstration period the work was considered indispensable to juvenile court procedure and the clinic was taken over by Cook County. Dr. Healy resigned at this time, however, to become director of the Judge Baker Foundation—a similar organization in Boston, and Dr. Herman Adler was asked to become the director of the Juvenile Psychopathic Institute of Cook County.

About two years later the county, because of alleged financial distress, decided to abolish the Institute.

It happened that at this time Governor Lowden was reorganizing his cabinet and had invited Dr. Adler to become state criminologist in the newly created Department of Public Welfare. Dr. Adler agreed to accept this post and asked that the state take over the Juvenile Psychopathic Institute as the preventative branch of the Division of the Criminologist. This Governor Lowden agreed to do and so the Psychopathic Institute became a branch of the Department of Public Welfare of the state. Its name was changed at this time to Institute for Juvenile Research. Dr. Herman Adler remained the Director until 1930 when he resigned. Since that time it has been under the directorship of Dr. Paul L. Schroeder.

It is a tribute to the work of the Institute that since 1917 when it was taken over by the state the staff has increased from five or six members to about 75 professional workers and that the appropriation has increased from \$16,000 for two years to over \$375,000 for the current biennium.¹

This brief historical statement has seemed necessary to give the reader some idea of how this, the first child guidance institute in the country, became a governmental agency. The large number of clinics throughout America at the present time are to a large extent patterned after this parent institution.

The work of the Institute is divided into three general divisions; (1) service, i. e. the examination of children and advice to parents and teachers, (2) training of students and field workers, and (3) research. As it is largely through the service division that the Institute comes into contact with the public schools, the work of this division will be given in some detail and only brief mention will be made of the other two.

In its service work the Institute is primarily interested in the examination and re-education of those children who have become problems in the school, the home, or the community. While any child in the state under sixteen years of age can be referred for study most of the children are of school age, i. e. between six and fourteen years. The children are referred by the school principal and teachers, social agencies, the juvenile court, physicians, and an increasing number by parents. They are also referred by scholarship associations for vocational guidance and advice.

The term "behavior problem" is very loosely defined. A recent statistical survey by Dr. Luton Ackerson of five thousand consecutive cases seen at the Institute lists over five hundred types of problems

¹Weigel, John C., "The Need for a State Department of Public Welfare," *Proceedings of the Thirty-first Iowa State Conference of Social Work*, October, 1930.

for which children are referred.¹ The term is not confined simply to the child who lies, steals, and truants, or to the one who otherwise overtly disregards the rules of the social group, but also to the child who is unhappy, the child who secludes himself from his playmates, the one who has moods of depression and elation, the one who is failing in his class work, the one who is shy, nervous, and retiring, the one who is stubborn and has temper tantrums. In short, a child becomes a behavior problem when he deviates from the socially accepted norm for his group. What constitutes a behavior problem, then, would differ from school to school, from community to community, and from teacher to teacher. All teachers would recognize the more flagrant violations. Some would recognize stubbornness, bullying, and quarrelsomeness, but only the keen observer and those who have had some training in the field recognize the seclusive, the child who daydreams, or the child who is unhappy and depressed, as real behavior problems and yet these latter are, perhaps, more in need of guidance and advice than some of the children who indulge in the more obvious forms of anti-social behavior.

The recognition, diagnosis, and treatment of these problems during these early school years is a task which the schools have not yet adequately worked out and in many cases have failed to recognize. The schools, especially in the large city systems, have recognized their responsibility for the deaf, the blind, the mentally retarded, and the physically handicapped but little has been done for the socially handicapped. It is this group of school children which the Institute examines.

A few statistics will show the importance of such examinations. After a survey of conditions throughout the country a few years ago Dr. Frankwood Williams made the statement that 250,000 of the boys and girls who are now in high school and college will within five years be in hospitals for the insane. In Illinois the rate per 100,000 of the population of the state who have been admitted to the hospitals for the insane in 1930 was 298.62. The figures are just as startling in the field of crime. In 1920 there were 56.97 per 100,000 incarcerated in the state prisons of Illinois, in 1930 the rate had increased to 111.98 per 100,000—an increase of nearly 100 percent. In 1930 there were 3,093 children under sixteen years of age in the city of Chicago who came before the juvenile court on a delinquency petition. These youths are crowding our institutions. The need of an educational program which will help stay this enormous waste of human energy is apparent.

One may say, "It is surely not the function of the school to deal with criminals and 'dements.'" Of course the answer is that all of these individuals were at one time in the public school and most of

¹Ackerson, Luton, *Children's Behavior Problems*, University of Chicago Press, 1931.

them were problem pupils and if proper remedial measures had been taken when behavior difficulty was in the making, many of them could have made a proper adjustment. As Morrison points out, "Extensive study of the delinquent and pre-delinquent, if we eliminate those who are actually cases of mental pathology, leaves little room for doubt that most such enter upon the delinquent career as problem cases in the school or in the home. Whether in the school or in the home the school can be and should be organized to identify such cases in their inception and to deal with them in that systematic and positive manner which we call scientific."¹ The fact is, however, that whatever the schools may do in the future they are not at the present time, except in a few cases, adequately organized to care for behavior-problem children, and consequently these socially maladjusted and socially handicapped children are uncared for by the school. The Institute has attempted to organize a program of examinations and re-education for this group of children.

Most of the children examined by the Institute staff are from Chicago and are enrolled in the Chicago schools. Sixteen other towns in the state, however, have secured the service of the Institute staff through the means of "community clinics." These community clinics have been established upon the request of the local authorities and in several cases are sponsored by the school principal or superintendent. Most of the children are referred to these clinics by the teacher through the various principals, although many are referred by social agencies, parents, probation officers, and judges.

The children at the community clinic receive practically the same type of examination as the children at headquarters. The investigation of the psychiatric social worker is less thorough because of limited time and the examination of the psychologist is less complete because of the lack of material. Each day after four o'clock the unit conducts an open staff on one or more of the cases seen during the day. The principal, some of the teachers, the local social workers, and others in the community who are interested in the better understanding and more intelligent treatment of children are invited to attend these staff meetings. These "staffs" cooperate with the principal or superintendent in giving his teachers and members of the community a better understanding of the problems of youth.

The accompanying diagram indicates the relationship of any Illinois principal to the Institute for Juvenile Research. It shows also the organizations and institutions with which this clinic comes into frequent contact.

The problems presented by children referred for examination are frequently tremendously complex and difficult to diagnose. Hence a

¹Morrison, H. C., *The Practice of Teaching in the Secondary School*, Chapter XXXI.

thorough examination is necessary. This examination consists, first, of a careful social investigation by a trained psychiatric social worker. The family relationships, the community background, the attitudes of the parents to the child, the developmental history, the school history and the play activities are all studied. Each child is then given a physical examination, not a life-insurance type of examination but one which is expected to uncover any possible physical reason for the maladjustment. A psychologist then examines the child for any special abilities, disabilities, or achievements. A series of psychological tests are used. He is given, first of all, an intelligence test as a matter of routine. On the basis of this initial examination performance, educational, vocational, or personality tests are recommended. If any special disabilities are discovered they are further analyzed by the use of diagnostic tests. After the social investigation has been made and the physical and psychological examination given, the child's own emotional attitudes are studied by the psychiatrist.

The purpose of the examination, however, is to understand the child as a total personality in a distinctive environment, so the results of these different examinations must be integrated. This is done at the "staff" meeting where the four or five workers who examined the child get together and pool their results. As a result of this conference a program of "treatment" is recommended for the child.

The educational and research work of the Institute will only be mentioned although these are perhaps its most important function. During the past year some twenty-five or thirty graduate students have been trained at the Institute in psychiatric social work, recreational work, psychology, and psychiatry.

In the past two years more than thirty-five workers contributed experimental data, either in the form of books or articles, in the field of education, psychology, psychiatry, sociology, and neurology.

Dr. Marion Monroe's work on the children with reading difficulties has furnished a great deal of information regarding the better methods of reading instruction. Dr. Shaw's delinquency studies have given us a better understanding of the effectiveness of various disciplinary measures. And the intensive research of Dr. K. S. Lashley on the function of the nervous mechanism is fundamental to the understanding of human behavior. Assimilation of the results of research by school principals and other educational workers has been of major importance in the development of our present educational program, and we are not too optimistic in believing that research will continue to play an important role in the history of educational achievement.

WHAT THE FEDERAL GOVERNMENT HAS FOR THE ELEMENTARY SCHOOL

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CAN THE UNITED STATES GOVERNMENT in Washington, D. C., be of any assistance to the elementary school principal or the elementary school teacher?

An inventory of a typical elementary school will usually disclose some contribution from Uncle Sam; a large color print of George Washington, pamphlets from the George Washington Bicentennial Commission, classroom height-weight record charts from the Office of Education, a copy of the Children's Charter from the White House Conference on Child Health and Protection, or a facsimile of the Declaration of Independence.

These are but samples of the wide variety of publications, maps, charts, pictures, film strips, motion pictures, slides, and other services which are available from Washington. Uncle Sam gives advice and a few publications free; distributes motion pictures and lantern slides for the cost of transportation; and sells publications, maps, charts, pictures, and film strips at cost of printing and handling.

Few educators are aware of the enormous and remarkable federal government resources upon which they can draw. We have, indeed, a government nobody knows. Its widespread activities comprise a maze more complicated than Crete's mythical labyrinth. Outside the ten well-known departments there are between 120 and 150 independent United States Government committees, commissions, boards, institutions, and bureaus. The work of some of them, such as the National Screw Thread Commission, is of little interest to elementary school principals, but the investigations, publications, and services of many government agencies can be used with profit. The scope of the resources available to schools is breath-taking. From the Government Printing Office you may buy one or more copies of 75,000 different publications. The Office of Education's classified list of *United States Government Publications on Education* runs to 1,100 titles. The Bureau of Mines has 600 different motion pictures for rent; the Department of Agriculture has 250. From the latter you can obtain 45,000 pictures of farm activity and farm life. From the Geological Survey you can buy 3,700 maps. The Hydrographic Office of the Navy has more than 5,000 maps. The Coast and Geodetic Survey, the General Land Office, the State Department, and Commerce Department are also large producers of maps.

Each of the government organizations is serving some specific need but education is such an all-embracing activity that a publication or map made for quite another purpose may become a school library treasure. The Hydrographic Office makes for aviation pilots

airway maps that are excellent geographic classroom aids. The Department of Commerce has a *Commercial Travelers' Guide to the Far East* which is a useful school reference book.

What are a few of the notable aids useful in elementary schools that can be obtained from the federal government?¹ The following paragraphs are only a partial answer to this question:

(1) *Geological survey maps*—Since 1880 the Geological Survey has been making maps of the United States so detailed that they show every house, every cart road, every hill, every creek. Nearly half the United States is on paper. These maps, each of which costs \$10,000 to make, are sold for 10 cents. Teachers who wish to make their students aware of the geography in the immediate vicinity of their school find these topographic maps invaluable. Ask the Geological Survey if they have mapped your region. A selection of 25 maps especially selected for the variety of geography they show is available for one dollar.

(2) *Time zone chart and standard time conversion chart*—One of the most difficult of concepts to understand is the change in time around the world. Teachers launching on this problem will find helpful aid in the Hydrographic Office (Navy Department) *Time Zone Chart of the World* (50 cents) and the *Standard Time Conversion Chart* published by the Commerce Department (10 cents) by which the time at any place in the world in relation to the time at any other place can be readily determined.

(3) *Outline map of the world*—From the Hydrographic Office (Navy Department) can be obtained an outline map of the world 90 by 48 inches (\$1.50). It is ideal for working out large projects.

(4) *Federal irrigation projects*—The Bureau of Reclamation, Department of the Interior, has prepared an 83-page illustrated pamphlet describing the irrigation projects of the United States. Teachers may obtain copies in lots of 25 or more for class use free of charge.

(5) *New teaching methods*—Practical suggestions for activity programs as worked out by California teachers can be found in *Teachers' Guide to Child Development*, Office of Education Bulletin 1930, No. 26 (35 cents), and its companion *The Activity Program and the Teaching of Reading*, Bulletin 1931, No. 2, (20 cents). The outstanding worth of these bulletins has been reflected in large sales by the Government Printing Office.

(6) *National parks and national monuments*—The best illustrated and most attractive of government publications are those from the National Park Service, Department of the Interior. In addition to two available free, *Glimpses of our National Parks* and *Glimpses of our National Monuments*, many other illustrated brochures valuable for geography, social science, and nature study are available at small cost. Write for a list.

(7) *Origin and evolution of the American flag*—This well-printed booklet shows by illustrations and tells in text the evolution of our flag. It may be obtained from the Government Printing Office for 25 cents.

(8) *School garden*—Obtain a copy of *Farmer's Bulletin*, No. 218 (5 cents).

(9) *Washington, the National Capital*—This new publication, of some 700 pages and with more than 400 illustrations, is published in connection with the Washington Bicentennial celebration (\$3.00 each).

¹All United States Government publications listed with a purchase price must be ordered from the Superintendent of Documents. This rule also applies to maps, except geological survey maps, which should be ordered direct from the Bureau of Geological Surveys in the Department of the Interior. Arrangements for motion pictures and film strips should be made with the bureau concerned.

Frequently there is a demand for information on some specific question. Usually the government can supply such a need if the teacher knows where to apply. Let us take China, which is very much in the public eye, as an example. What classroom aids could be obtained from the federal government for the study of China? Three good maps may be had; one of Manchuria, 30 by 30 inches, showing rail and motor roads, has been prepared by the State Department (20 cents); another, 30 by 42 inches (Hydrographic Office) gives a close-up of Shanghai (50 cents); while a third, 48 by 34 inches, shows the Yangtze from Shanghai to Nanking (60 cents).

The publication, *Motor Roads in China*, Bureau of Foreign and Domestic Commerce, Trade Promotion Series, No. 120 (30 cents), not only has a folded map of China, Manchuria, and Japan, but shows in numerous illustrations transportation conditions in the Orient. The free list of *Publications of the Bureau of Foreign and Domestic Commerce* guides the inquirer for information on China in official publications to sixty-five different subjects ranging from rice to concentrated milk.

Interests of education in the United States are directly represented in the federal government by the Office of Education and the Federal Board for Vocational Education. The former was established in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching." The Office of Education is now probably the world's largest organization devoted to educational research. It rarely publishes content material. To it principals and teachers can look for professional information rather than classroom aids; comparative ideas in curriculum making; trends in school population, supervision, care of atypical children; and progressive innovations in health education, libraries, tests and measurements. Every two years the Office of Education publishes a 1200-page review of education in the United States, the *Biennial Survey of Education*.¹ Every year it publishes a *Bibliography of Research Studies in Education*. Every three months it publishes the *Record of Current Educational Publications*, a selected list of best references. Elementary and kindergarten education, a topic of special interest, is available both as a chapter of the *Biennial Survey* and as a separate leaflet. Many of the fifty bulletins, leaflets, and pamphlets published annually by the Office touch on elementary school problems.

The Federal Board for Vocational Education is charged with the responsibility of administering two laws, namely: the National Vocational Act providing federal aid to classes in trade and indus-

¹Chapters are published separately and in advance of bound volume.

trial subjects, agriculture and home economics, and the Civilian Rehabilitation Act providing federal aid for the retraining of individuals disabled in civilian life. It is the duty of the Board to see that all money is expended in accordance with the provisions of these laws. States receiving federal aid for vocational education are required to prepare state plans setting forth in a general way the kinds of vocational training they expect to offer, the qualifications of teachers, and the kind of equipment to be provided. Before a state can receive federal aid for these courses its plans must be approved by the Federal Board for Vocational Education.

The principal or teacher of the elementary school may well ask if there is a handy directory to help her obtain what she wants from the federal government when she wants it. At present no comprehensive teachers guide to this material is available. Following are the best aids:

(1) *United States publications on education*—The Office of Education offers a free list of more than 1,100 publications on all phases of education. The bulletins listed are available from the Superintendent of Documents at small cost. Any educator may have his name listed at the Office of Education to receive new editions of the free list annually.

(2) *Price lists of government publications*—The Superintendent of Documents will supply, free of charge, any or all of the following 44 price lists of documents he has for sale. Each school library should have a complete set. The code number and topic of the various price lists are as follows:

- | | |
|--|--|
| 10. Laws | 49. Proceedings of Congress |
| 11. Foods and Cooking | 50. American History and Biography |
| 15. Geological Survey | 51. Health |
| 18. Engineering and Surveying | 53. Maps |
| 19. Army and Militia | 54. Political Science |
| 20. Public domain | 55. National Museum |
| 21. Fishes | 58. Mines |
| 24. Indians | 59. Interstate Commerce |
| 25. Transportation | Commission Publications |
| 28. Finance | 60. Alaska |
| 32. Insular Possessions | 62. Commerce and Manufactures |
| 33. Labor | 63. Navy |
| 35. Geography and Explorations | 64. Standards of Weight and Measure |
| 36. Government Periodicals | 65. Foreign Relations |
| 37. Tariff | 67. Immigration |
| 38. Animal Industry | 68. Farm Management |
| 39. Birds and Wild Animals | 69. Pacific States: California, Oregon, Washington |
| 41. Insects | 70. Census |
| 42. Irrigation, Drainage, Water Power | 71. Children's Bureau |
| 43. Forestry | 72. Publications of interest to suburbanites and home builders |
| 44. Plants | 73. Handy Books. Books for ready reference, covering many topics |
| 45. Roads | Special lists on radio and accounting will also be furnished upon request. |
| 46. Agricultural Chemistry and Soils and Fertilizers | |
| 48. Weather, Astronomy, and Meteorology | |

(3) *Motion pictures*—The Motion Picture Division, Department of Commerce, is preparing a list of non-theatrical films which will include those available from various government agencies.

(4) *Maps*—See free price list No. 53 of the Superintendent of Documents. Ask also for lists from the Geological Survey, the Department of the Interior, the Hydrographic Office of the Navy Department, and the Coast and Geodetic Survey.

(5) *Film strips*—Inquire of the Extension Service, Department of Agriculture, for information on 134 film strips available at small cost.

(6) *United States Government publications useful to teachers*—The Office of Education has compiled special mimeograph lists of United States Government publications of unusual value. The following circulars are available free upon request to the Office of Education: Circular No. 51, *Health Education*; Circular No. 28, *Geography*; Circular No. 49, *Agriculture*; Circular No. 50, *Home Economics*; Circular No. 48, *Science*; Circular No. 53, *Art*.

(7) *Dollar Packets*—To facilitate the purchase of its publications the Office of Education also offers "Dollar Packets" of five to twelve publications in a given field. Write to the Office of Education for information on the following:

- No. 1—Nursery-Kindergarten-Primary Education
- No. 2—Educational Research, Bibliographies
- No. 3—Administration and Supervision of Rural Schools
- No. 4—Higher Education
- No. 5—Elementary School Principals
- No. 6—Citizenship
- No. 7—Project Material
- No. 8—Health Education
- No. 9—Directories
- No. 10—School Administrations
- No. 11—Foreign School Systems
- No. 12—Special Education.

Finally, the only thorough-going, up-to-date guide to United States Government aids useful in schools is *School Life*, official monthly journal of the Office of Education. Each issue tells what new publications, maps, and motion pictures are available. Each issue gives concise, interesting reports of the many investigations into all phases of education going on in the Office of Education. Special articles tell what aids are available on special subjects in Latin America, Washington, D. C., China, and other places. You may obtain *School Life* by subscription. The fee for one year, 50 cents, should be forwarded with an application to the Superintendent of Documents, Government Printing Office, Washington, D. C.

WRITE to the Editorial Committee of the Department of Elementary School Principals for a tentative outline of the 1933 yearbook which will be centered around the principal and the libraries. Address communications to 1201 Sixteenth St., N. W., Washington, D. C.

SELECTED REFERENCES

1. BENTLEY, JOHN, Chairman. *Report of the Juvenile and Probation Study Commission*. Authorized by Joint Resolution Number Two, approved March 28, 1927. Trenton, N. J.: the Commission, February 17, 1928. 40 p.
A study of the present probation laws, records used, and organization of probation offices.
2. BRAMER, JOHN PHILIP. *A Treatise Giving the History, Organization, and Administration of Parole*. New York: Irving Press, 1926. 99 p.
Aims to provide a working knowledge of the principal facts about parole and to summarize its history in the United States.
3. BRECKINRIDGE, SOPHONISBA P. "Re-examination of the Work of Children's Courts." *Yearbook, 1930*. New York: National Probation Association, 370 Seventh Ave., 1931. Reprint. 16 p.
An appraisal of the juvenile court as a means of replacing punishment by treatment, and rescuing the child from criminal law.
4. COOLEY, EDWIN J. *New Goals in Probation*. Albany, New York: State Probation Commission, 1926. 71 p.
Describes an experiment in well-organized "standard" probation work, as conducted by the Catholic Charities Probation Bureau in the Court of General Sessions, New York, N. Y.
5. COOLEY, EDWIN J. *Probation and Delinquency*. New York: Catholic Charities of the Archdiocese of New York, 477 Madison Ave., 1927. 544 p.
A description of the standards and methodology of probation practises employed by the Catholic Charities Probation Bureau.
6. HOYT, GUY M. "The Relation of the School to the Juvenile Court." *1929 Yearbook*. New York: National Probation Association, 1929. p. 109-13.
Recommends cooperation between schools, juvenile court, and probation department. Describes program developed in Los Angeles schools.
7. JOHNSON, FRED R. *Probation for Juveniles and Adults*. New York: Century Co., 1928. 242 p.
Concerns the history, present status, principles, and methods of probation.
8. KANN, HAROLD K. "The School and the Juvenile Court." *1929 Yearbook*. New York: National Probation Association, 1929. p. 114-18.
Calls attention to closer understanding desirable between court and school, with reference to practises in Seattle, Washington.
9. LOU, HERBERT H. *Juvenile Courts in the United States*. Chapel Hill, N. C.: University of North Carolina Press, 1927. 277 p.
Presents the important aspects of the juvenile court, i.e. the philosophical, legal, historical, diagnostic, procedural, administrative, and sociological.
10. STEVENSON, IDABELLE. *Safety Education*. New York: A. S. Barnes and Co., 1931. "Safety Patrols," p. 41-66.
11. TORRANCE, MARY F. "The Child Prisoner at the Bar." *Parents Magazine* 5:22-23, 42-43; July, 1930.
Popular discussion of juvenile court procedure.
12. U. S. DEPARTMENT OF LABOR, Children's Bureau. *Juvenile Court Statistics, 1928*. Bureau Publication, No. 200. Washington, D. C.: Government Printing Office, 1930. 76 p.
Based on records of 65 courts. Includes information on children discharged from probation or supervisor.
13. U. S. DEPARTMENT OF LABOR, Children's Bureau. *Juvenile Courts at Work*. Bureau Publication, No. 141. Washington, D. C.: Government Printing Office, 1925. 323 p.
Summarizes detention, hearings, probation, and other practises of juvenile courts.

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OFFICIAL INFORMATION
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INTRODUCTORY STATEMENT

This 1932 yearbook lists the officers of 218 local administrative clubs. About 51 of these groups restrict their memberships to those who hold the elementary school principalship. One hundred and thirty-eight associations include superintendents, supervisors, teachers, high-school administrators, as well as elementary school principals. Twenty-nine groups did not report the types admitted to membership.

Of the 184 local groups reporting the number of members, 71 had fewer than 25 participants. One hundred and sixty clubs reported 100 or fewer members. The median membership was 38 persons. About two-thirds of the local clubs reported dues ranging from \$.25 to \$40 per year. One hundred and two have annual dues of \$2 or less. Only six groups reported annual dues of \$10 or more.

In 1923 there were only two state principals' associations known to national headquarters. Eighteen groups had been organized by 1929. The present yearbook reports 28 state groups. Of the few reporting statistics it appears that the typical annual fee is \$1, and that the associations range in size from 50 to 800 members.

The first yearbook of the Department in 1922 listed 669 persons. The list at the end of this section is fully seven times longer. It is apparent that not more than one-fifth of the *potential* membership is providing the organized national leadership for the elementary school principalship.

Principals' organizations offer opportunities for individual and organized research. Here the principal may compare and discuss the results of his study with his colleagues. In an organization there are unlimited possibilities for comparative studies of a type needed for rapid and effective solution of practical school problems.—*Editorial Committee.*

LOCAL PRINCIPALS' ORGANIZATIONS

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Secretary, Louise Hobby, Ogden Elementary School

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President, H. M. McKenny, Tempe

Secretary, J. B. Sutton, Phoenix

Pittsburgh, Pennsylvania—Principals' Club

President, R. H. Henderson, Woolslair School

Secretary, Irene A. Thompson, Halls Grove School

Portland, Oregon—Principals' Association

President, W. A. Petteys, 4007 64th St., S. E.

Secretary, O. W. Hays, 632 E. 29th St., N.

Portsmouth, Virginia—Schoolmasters' Club

President, A. J. Mapp, 317 Broad St.

Secretary, A. R. Musick, 3 Dahlgren Ave.

Poughkeepsie, New York—Schoolmasters' Association

President, Wilber T. Archibald, 72 S. Hamilton St.

Secretary, Clarence L. Orcutt, 129 Cannon St.

Providence, Rhode Island—Primary Principals' Association

President, Francesca Cosgrove, 258 Doyle Ave.

Secretary, Margaret A. Blessing, 234 Gano St.

Providence, Rhode Island—Schoolmasters' Club

Steward, Arthur J. Dows, 81 Brown St.

Pueblo, Colorado—Elementary Principals' Club

President, Nannie Walker, 210 Broadway

Secretary, Mrs. Jane Putnam, 207 W. Orman

Quincy, Illinois—Schoolmasters' Association

President, C. W. Hansen, Madison Junior High School

Secretary, Gladstone Califf, Senior High School

Quincy, Massachusetts—Schoolmasters' Club

President, William B. Acorn, 418 North St., N. Weymouth

Secretary, John L. Mahoney, 192 Whitwell St.

Racine, Wisconsin—Principals' Sub-Council

President, G. L. Ritter, Janes School

Secretary, D. W. Miller, Wm. Horlick High School

Raleigh, North Carolina—Elementary Principals' Association

President, Emma Conn, Murphey School

Revere, Massachusetts—Women Principals' Club

President, Marrial E. Paull, Louis Pasteur School

Secretary, Marion L. Bartlett, Max Achenbach School

Richmond, Virginia—Principals' Club

President, Clyde Busby, 2706 Chamberlayne Ave.

Secretary, Horace R. Eckles, 3324 Park Ave.

Roanoke, Virginia—Board of Principals

President, Emily Welch, 524 Highland Ave., S. W.

Secretary, R. V. Akers, 166 High St., Salem

Rochester, New York—Association of Administrative Women

President, Mrs. Dorothea Lortcher, No. 7 School

Secretary, Margaret Tracy, No. 30 School

Rochester, New York—Council of Elementary School Principals

President, Olive Paine, No. 29 School

Secretary, Fred Pile, No. 26 School

Rochester, New York—Schoolmasters' Club

President, Harry Sprague, Edison Technical High School

Secretary, Trafton Bowles

Rome, New York—Principals' and Supervisors' Club

President, Harvey E. Alter, Thomas Street School

Secretary, Mrs. Lillian O. Burns, Columbus School

Sacramento, California—Principals' Association

President, Francis Broiller, Stanford Elementary School

Secretary, Ella McCleery, Crocker School

Saginaw, Michigan—Elementary Principals' Club

President, Jessie N. Rouse, 2503 S. Washington Ave.

Secretary, Lena M. Fee, 710 S. Oakley St.

- Saginaw, Michigan—Women's Administrative Club**
President, Jessie N. Rouse, 2503 S. Washington Ave.
Secretary, Grace L. Ryman, 1204 S. Weadock Ave.
- Saint Joseph, Missouri—Elementary Principals' Club**
President, E. G. Creek, Eugene Field School
Secretary, Mrs. Abbie Barnes, Charles A. Lindbergh School
- Saint Louis, Missouri—"A" Class Principals' Club**
President, Walter A. Godbey, 3840-A Humphrey St.
Secretary, Ben C. Milster, 5428 Holy Hills
- Saint Louis, Missouri—Club of Women Principals**
President, Miss Percy A. Lyon, 4965 McPherson
Secretary, Anna Bick, 2842-A Victor St.
- Saint Louis, Missouri—Elementary School Principals' Association**
President, P. J. Hickey, 3632 Lafayette
Secretary, E. A. Hood, 2504 Clifton Park Terrace
- Saint Louis, Missouri—Schoolmasters' Club**
Program Committee: Edmund F. Brown, L. M. Dougan,
Charles Banks, 911 Locust St.
- Saint Paul, Minnesota—Principals' and Supervisors' Club**
President, Roscoe C. Higbee, 1765 Lincoln Ave.
Secretary, Jennie U. Johnson, 393 Bates Ave.
- Salt Lake City, Utah—Principals' Association**
President, Gertrude Arbuckle, No. 3 Boulevard Apts.
Secretary, Arthur E. Arnesen, 1488 S. 10th E.
- San Antonio, Texas—Elementary Principals' Association**
President, A. S. Bush, 1550 W. Magnolia
Secretary, Bess Seale, 421 W. Elmira
- San Diego, California—Principals' and Supervisors' Club**
President, Clarence Swenson, Woodrow Wilson Junior High School
Secretary, Earl P. Andreen, Hamilton School
- San Francisco, California—Principals' Association**
President, George H. Learned, Portola Junior High School
Secretary, Carrie Daly, Sunshine School
- San Jose, California—Elementary Principals**
Secretary, A. H. Horrall, Lincoln School
- San Jose, California—Santa Clara County Schoolmasters' Club**
President, Frederic T. Shipp, High School
Secretary, A. H. Horrall, Lincoln School
- Santa Monica, California—Administrators' Association**
President, T. A. Wood, Madison School
Secretary, Mrs. Mae Knight Siddell, 1333 Sixth St.
- Seattle, Washington—Principals' Association**
President, J. W. Graham, 6316 14th St., N. E.
Secretary, M. E. Durham, 2823 21st St., W.
- Seattle, Washington—Superintendents' and Supervisors' Association**
President, Maud Elmer, 831 Central Bldg.
Secretary, Ethel M. Henson, 833 Central Bldg.
- Sioux City, Iowa—Administration Club**
President, D. D. Zinn, Webster School
Secretary, Miss Dickie Yerrington, Woodrow Wilson School
- Sioux Falls, South Dakota—Elementary School Principals' Club**
President, Laura V. Nelson, 122 S. Lake
Secretary, Mrs. Ward W. Wilhelm, 227 N. Spring
- Somerville, Massachusetts—Schoolmen's Club**
President, Philip J. Heffernan, 71 Maynard St., Arlington
Secretary, John L. Hayward, 242 School St.

- Spokane, Washington—Elementary Principals' Association**
President, Frances Weisman, Willard School
Secretary, Ethel B. Brown, Field School
- Spokane, Washington—Schoolmasters' Club**
President, R. S. Sanborn, North Central High School
Secretary, H. C. G. Fry, Libby Junior High School
- Spokane, Washington—Women Principals' Club**
President, Eleanor Worcester, Bryant School
Secretary, Mary Lou Benson, Mann School
- Springfield, Illinois—Principals' Club**
President, George Stickney, 409 S. Lincoln Ave.
Secretary, Ernest T. Jackson, 1800 S. 4th St.
- Springfield, Missouri—Elementary Principals' Club**
President, Mrs. Maude Bradley, 764 Cherry St.
Secretary, Katherine Propst, Greene Tavern
- Springfield, Ohio—Schoolmasters' Club**
President, G. H. Isenbarges, 362 E. Cecil St.
Secretary, U. F. Hughes, 151 N. Kensington Pl.
- Stockton, California—Elementary School Principals' Club**
President, T. H. Utt, 33 W. Harding Way
Secretary, Frank C. Wells, 1101 W. Vine St.
- Stockton, California—School Women's Club**
President, Yale Libby, Woodrow Wilson School
Secretary, Jean Humphreys, High school
- Superior, Wisconsin—Principals' Club**
President, LeRoy J. Daleysh, 1910 Cummings Ave.
Secretary, Blanche Wood, Lincoln School
- Syracuse, New York—Men Principals' Association**
President, Frank L. Trapp, Croton School
Secretary, R. G. Thomas, John T. Roberts School
- Syracuse, New York—Schoolmasters' Club**
President, Ralph L. Strabel, Syracuse University
Secretary, Leon Coon, Nottingham High School
- Syracuse, New York—Women Principals' Club**
President, Daisy Harris, Summer School
Secretary, Elizabeth Powell, Andrew Jackson School
- Tacoma, Washington—Administrative Group**
President, E. E. Perkins, Stadium High School
Secretary, R. W. Keller, Jefferson School
- Tacoma, Washington—Fortnightly Study Club**
President, Paul P. Granlund, Horace Mann School
Secretary, John A. Arnold, Fern Hill School
- Tacoma, Washington—National Council of Administrative Women in Education**
President, Mrs. M. C. Curran, Central School
Secretary, Eva G. Smith, Longfellow School
- Tampa, Florida—Elementary Principals' Council**
President, Mrs. Edna W. Hennessee, Port Tampa City
Secretary, Mabel Nelson, 820 S. Dakota Ave.
- Tampa, Florida—Schoolmasters' Club**
President, W. A. Hamilton, Hillsborough High School
Secretary, H. E. Pisola, George Washington Junior High School
- Toledo, Ohio—Principals' and Supervisors' Club**
President, Schanette Baer, Whittier School
Secretary, Theodore Keller, Board of Education

Topeka, Kansas—Principals' Club

President, William P. Deitz, Crane School
Secretary, Morgan Maxwell, Buchanan School

Tulsa, Oklahoma—Principals' Club

President, C. B. Watkins, 1316 N. Boston Pl.
Secretary, J. H. Haynes, 3307 E. Easton.

Union County, New Jersey—Schoolmen's Club

President, Malcolm B. Ayres, School No. 8, Linden
Secretary, George H. Cowie, Jr., Hurden-Looker School, Hillside

Utica, New York—Principals' and Supervisors' Club

President, S. Alice Smith, 13 Elizabeth St.
Secretary, A. L. McCalmont, 13 Elizabeth St.

Washington, D. C.—Elementary School Principals' Association

President, Grace Lind, Bancroft School
Secretary, Helen Gantley, Murch School

Wheeling, West Virginia—Principals' Club of the Northern Panhandle

President, E. K. Meriner, Central Benwood School
Secretary, Minnie K. Lohse, Centre School

Wichita, Kansas—Council of Administrative Women in Education

President, Jennie McAvoy, 1047 N. Topeka
Secretary, Winifred Schott, 1701 Giltner Dr.

Wichita, Kansas—Elementary Principals' Association

President, L. H. Caldwell, 637 N. Chautauqua
Secretary, Mrs. Mary J. Singer, 341 N. Topeka

Wichita Falls, Texas—Principals' Club

President, J. E. Park, Adams School
Secretary, Esther Berry, Huey School

Wilmington, Delaware—Principals' Association

President, Frank M. Heal, 800 W. 23rd St.
Secretary, Elizabeth Shultz, 1400 W. Sixth St.

Worcester, Massachusetts—Principals' Club

President, Benjamin E. Martin, Sever Street School
Secretary, Florence St. Amour, Jamesville School

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President, W. A. Reagan, Wylam
Secretary, Adelia Williams, 1354 Texas, Mobile

Arkansas—Principals' Section of the Arkansas Educational Association

President, Prof. Fred Moore, 1216 E. 8th Ave., Pine Bluff
Secretary, Mary Fortner, 1413 W. 4th, Little Rock

California—California Elementary School Principals' Association

President, P. C. McChesney, 2400 Sixth Ave., Sacramento
Secretary, Mrs. Gertrude Best Hammond, 7316 Crenshaw Blvd., Los Angeles

Colorado—Elementary Principals' Section

President, Allen E. Bradley, Littleton
Secretary, John Bethell, Eaton

Connecticut—Elementary School Principals' Association of Connecticut

President, William B. Cornish, Center School, Stamford
Secretary, Mary E. Murphy, 850 Lafayette St., Bridgeport

Florida—Department of Elementary Principals of the Florida Education Association

President, Mrs. Leol Searles, Ft. Myers
Secretary, Katie Dean, Miami Beach Elementary School, Miami

Idaho—State Elementary Principals' Association

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Secretary, Glenn H. Holsinger, Longfellow School, Boise

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President, W. C. Findley, 3504 First St., Des Moines
Secretary, Reva Meredith, 515 N. Fourth Ave., Newton

Maryland—Elementary Principals' Section of Maryland State Teachers' Association

President, Mrs. Margaret Upham, 211 Washington St., Cumberland
Secretary, Emily Eversfield, School No. 87, Baltimore

Massachusetts—Massachusetts Elementary Principals' Association

President, G. W. Brainerd, 43 King St., Auburndale
Secretary, Helen B. Thompson, Cabot School, Newtonville

Michigan—Department of Elementary School Principals of the Michigan Education Association

President, F. H. Atkinson, Ford School, Highland Park
Secretary, Lena M. Fee, Roeser School, Saginaw

Minnesota—Elementary Principals' Section of the Minnesota Education Association

President, Maude Irle, Groveland Park School, Saint Paul
Secretary, Anne Brezler, Garfield School, Minneapolis

Missouri—Department of Elementary School Principals of the Missouri State Teachers' Association

President, Clarence Carpenter, Neely School, Saint Joseph
Secretary, A. F. Morrison, Froebel School, Saint Louis

Nebraska—Department of Elementary School Principals of Nebraska State Teachers' Association

President, Dossie D. Weldon, 1703 W. Koenig St., Grand Island
Secretary, Kate Sharrard, 324 W. Koenig St., Grand Island

New Hampshire—Association of Elementary School Principals

President, James Bradley, Manchester
Secretary, Fannie Chapman, 198 Dennett St., Portsmouth

- New Jersey—Department of Elementary School Principals of the New Jersey State Teachers' Association**
President, Ann A. Troy, Park School, Nutley
Secretary, Mason A. Stratton, Brighton Avenue School, Atlantic City
- New York—New York State Association of Elementary Principals**
President, George D. Taylor, School No. 27, Rochester
Secretary, Berton B. Bean, School No. 63, Buffalo
- North Carolina—Elementary Principals' Association of the North Carolina Education Association**
President, E. H. McBane, 303 N. Mendenhall St., Greensboro
Secretary, Alma Owen, 114 First Ave., Lexington
- Ohio—Department of Elementary School Principals of the Ohio Education Association**
President, K. R. Vermillion, Chambers School, East Cleveland
Secretary, Bertha Bridgman, East Side School, Athens
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President, O. C. Griggs, Whittier School, Tulsa
Secretary, J. T. Murphy, Sapulpa
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Secretary, E. A. Miller, Grant School, Salem
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Secretary, Myrtle Venable, Spartanburg
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President, Maude Flanagan, 315 E. Fourth Ave., Mitchell
Secretary, Lydia Leistikow, 411 Sixth Ave., Aberdeen
- Texas—Elementary School Principals' and Supervisors' Association**
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Secretary, S. M. Calloway, 3409 Avenue L., Fort Worth
- Utah—Principals' Section, Utah Education Association**
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Secretary, Zeta Morris, 223 W. North Temple, Salt Lake City
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Secretary, Charlotte Dadmun, 408 W. 19th St., Norfolk
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President, Henry Hamilton, Elkins
Secretary, T. H. Reed, White Sulphur Springs
- Wisconsin—Elementary Principals' Association**
President, Earl Weisler, Sheboygan
Secretary, Sarah L. Fahey, 368 Doty St., Fond du Lac

NEW YORK leads with more than 400 members in the national Department! California, Michigan, Ohio, Pennsylvania, and Massachusetts follow in this order.

LIST OF MEMBERS

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS¹

FOR THE YEAR 1931-32, CORRECTED TO MARCH 25, 1932

ALABAMA

Alvarez, Mabel L., 15 N. Reed Ave., Mobile, Ala.
 Ansley, Foster, Barrett School, Birmingham, Ala.
 Attebery, J. S., Box 147, Crichton, Ala.
 Austin, Mary B., 210 George St., Mobile, Ala.
 Brown, Gregory, Jr., Cunningham School Birmingham, Ala.
 Calhoun, E. B., Norwood School, 3220 Norwood Blvd., Birmingham, Ala.
 Chapman, E. V., Minnie Holman School, Birmingham, Ala.
 Cowan, Ora V., 204 Dexter Ave., Mobile, Ala.
 Cox, George D., 2207 15th Ave., N., Birmingham, Ala.
 Davis, W. C., 3420 Second Ave., N., Birmingham, Ala.
 Dodge, Olive J., Board of School Commissioners, Mobile, Ala.
 Duvall, Rufus A., North Birmingham School, Birmingham, Ala.
 Flock, Mrs. Elizabeth C., 7 N. Bayou St., Mobile, Ala.
 Follis, Hattie, Baker School, Birmingham, Ala.
 Gardner, J. R., Jr., Graymont School, Birmingham, Ala.
 Hall, W. R., 1305 N. 30th St., Birmingham, Ala.
 Haste, M. J., 1325 Woodland Ave., Birmingham, Ala.
 Henderson, Mary, 1004 S. Hull St., Montgomery, Ala.
 Hill, R. Voyt, Martin School, 1201 14th Ave., N., Birmingham, Ala.
 Johnson, Harold B., Fairview School, Birmingham, Ala.
 Johnston, Robert C., South Highland School, Birmingham, Ala.
 Jones, Lenore, 1606 Monterey Pl., Mobile, Ala.
 Kegley, T. M., Minor School, 2425 Ave. S., Birmingham, Ala.
 Lawson, Olivia, Alabama College, Montevallo, Ala.
 McLatchy, Gertrude E., Elyton School, Second Ave. and Center, S. W., Birmingham, Ala.
 MacMillan, Emma, 120 Cramer Ave., Montgomery, Ala.
 Manley, Mark P., Henley School, Birmingham, Ala.
 Martin, Ralph, 125 N. 63rd St., Birmingham, Ala.
 Matzenger, Lena, 1058 Selma St., Mobile, Ala.
 Meigs, Mrs. Mary S., Woodstock Avenue School, Anniston, Ala.
 Moore, A. C., Supt. of Schools, Atmore, Ala.
 Morris, Minnie, Alley School, Birmingham, Ala.
 Norton, H. B., Robinson School, 8400 First Ave., S., Birmingham, Ala.
 Norton, W. K., Inglenook School, Birmingham, Ala.
 Orr, J. C., Lakeview School, Birmingham, Ala.
 Ozier, W. C., 2129 Pike Ave., Ensley, Birmingham, Ala.
 Persons, Annie R., Sixth Ward School, 1906 Noble St., Anniston, Ala.

Pogue, James V., Gibson School, Birmingham, Ala.
 Price, N. H., Jackson School, Birmingham, Ala.
 Price, R. H., Hemphill School, Birmingham, Ala.
 Reagan, W. A., Wylam School, Birmingham, Ala.
 Sanders, E. O., 2744 Pike Ave., Birmingham, Ala.
 Sapp, Ella F., 1711 Third Ave., Bessemer, Ala.
 Sheffield, Mrs. Frances L., 10 N. Ann St., Mobile, Ala.
 Snoddy, W. T., Acipco School, 1716 31st Ave., N., Birmingham, Ala.
 Underwood, C. Price, Ullman School, Birmingham, Ala.
 Vaughan, Joseph T., Bush School, 1112 25th St., Ensley, Ala.
 Wiener, Florence E., 252 S. Ann St., Mobile, Ala.
 Williams, J. D., Avondale School, 4000 Eighth Court, S., Birmingham, Ala.
 Wilson, Josephine, 1203 Leighton Ave., Anniston, Ala.
 Wright, Theo R., Barker School, Birmingham, Ala.

ARIZONA

Ballfinch, Loy, 420 E. Fourth St., Tucson, Ariz.
 Brooks, Gertrude, Harding School, Superior, Ariz.
 Carlisle, O. L., Supt. of Schools, Somerton, Ariz.
 Court, Grace, 2005 W. Washington, Phoenix, Ariz.
 Dills, Robert J., Roosevelt School, Superior, Ariz.
 Dyer, Mrs. Gussie, P. O. Box 545, Hayden, Ariz.
 Englund, Clara, 221 Live Oak St., Miami, Ariz.
 Keen, Julia C., Fairchild's Court, Tucson, Ariz.
 Kohn, Frederick A., District No. 4, Casa Grande, Ariz.
 McKinney, Willie, Washington School, Winslow, Ariz.
 Michea, C. A., Washington School, Ray, Ariz.
 Robertson, Ellen, 828 E. Fifth St., Tucson, Ariz.
 Sundquist, Ada M., 400 Reppy Ave., Miami, Ariz.
 Thomas, John Q., Supt. of Schools, Flagstaff, Ariz.
 Townsend, Salome, 520 E. Fourth St., Tucson, Ariz.
 Wickliffe, Chester, Balsz School, Route 10, Phoenix, Ariz.

ARKANSAS

Barton, Lillian, 415 E. Nettleton Ave., Jonesboro, Ark.
 Black, Grace, 98 Hill St., Fayetteville, Ark.
 Cohen, Flora L., 1109 Prospect Ave., Little Rock, Ark.
 Conte, Mrs. Lelia M., Route 1, Hot Springs, Ark.
 Cordell, Thyra, Rogers School, Ft. Smith, Ark.

¹A few names, received after March 25, have been appended at the end of the membership list.

Day, J. A., Junior High School, Ft. Smith, Ark.
 Evans, Bessie, 1005 McGowan St., Little Rock, Ark.
 Jones, Ralph B., Peabody School, Ft. Smith, Ark.
 Ledwidge, A., 714 N. Walnut St., Little Rock, Ark.
 McCants, Mrs. J. S., Osceola, Ark.
 Pitts, Gertrude, 915 Cumberland St., Little Rock, Ark.
 Shannon, Julia, 224½ S. Main St., Stuttgart, Ark.
 Washington, Ruby, Duval School, N. 14th St., Ft. Smith, Ark.
 Webb, Victor L., 1514 W. 20th, Little Rock, Ark.
 Williams, Mollie, Belle Point School, Ft. Smith, Ark.

CALIFORNIA

Abbott, Robert B., 704 Brown Ave., Fresno, Calif.
 Adams, Ida James, Olive View, Calif.
 Addicott, Irwin Oliver, Teilman School, Fresno, Calif.
 Alexander, Roxie E., 920 Virginia St., Vallejo, Calif.
 Allen, Robert H., Jefferson School, Stockton, Calif.
 Allison, Loretta, Watsonville, Calif.
 Anderson, Emma C., 7830 S. Harvard Blvd., Los Angeles, Calif.
 Andreen, Earl P., Alexander Hamilton School, 2807 Fairmount Ave., San Diego, Calif.
 Andrews, Mary A., 810 S. Ross St., Santa Ana, Calif.
 Atkinson, Carroll, Fremont School, San Luis Obispo, Calif.
 Aultman, Mrs. Lela W., 6161 Barrows Dr., Los Angeles, Calif.
 Axtelle, George E., 1206 Hollywood St., Oakland, Calif.
 Badger, Abner A., 3524 Lavell Dr., Los Angeles, Calif.
 Baker, Alfred E., 6149 Hill Rd., Oakland, Calif.
 Baker, Ethel I., R. F. D. 4, Box 4630, Sacramento, Calif.
 Baker, H. M., Route 6, Box 459, Bakersfield, Calif.
 Banta, Mrs. Edythe R., Grant School, 29th and Summitt Sts., Oakland, Calif.
 Barber, Mrs. M. Ellen C., 1156 22nd St., San Diego, Calif.
 Barclay, Berthile, 2038 Bush St., Santa Ana, Calif.
 Bardarson, Otto W., Sunset School, Box 1701, Carmel, Calif.
 Barnard, Nora Margaret, 716 W. Commonwealth Ave., Alhambra, Calif.
 Barnes, Mrs. Jessie Baldwin, 419 E. State St., Long Beach, Calif.
 Bates, Elizabeth, 365 S. Highland Ave., Los Angeles, Calif.
 Baxter, Bernice, Crocker School, Oakland, Calif.
 Benner, W. A., 1670 Grand Ave., Piedmont, Calif.
 Benson, Albert N., Hawthorne School, Oakland, Calif.
 Berard, Elvina L., 336 Ashten Ave., San Francisco, Calif.
 Bernard, Lloyd D., 3910 Ardley Ave., Oakland, Calif.
 Berry, Bertha Irene, 1261 S. Mariposa St., Glendale, Calif.
 Biffer, Mary C., 1253 W. Fifth St., Los Angeles, Calif.
 Blanchard, Alice C., 238 E. Alvarado St., Pomona, Calif.
 Blodget, Mrs. Viola, 2000 Baker St., Bakersfield, Calif.
 Boehnke, Frieda C., 1320 N. Wilson Pl., Hollywood, Calif.
 Bonney, Wilbert H., 307 E. Alberta St., Anaheim, Calif.
 Borden, Mary G., John Muir School, Modesto, Calif.
 Borden, Nellie G., 2219 San Joaquin St., Fresno, Calif.
 Bowen, Wayne F., 403 S. Tamarind St., Compton, Calif.
 Bowman, Samuel H., Annandale Boulevard School, 750 Annandale Blvd., Los Angeles, Calif.
 Bowring, H. F., 133 High St., Modesto, Calif.
 Bradley, Anne M., 412 63rd St., Oakland, Calif.
 Bragg, Mrs. M. Fannie, 2064 Cypress Ave., Santa Ana, Calif.
 Breen, Ellen R., 1067 Lincoln Ave., San Diego, Calif.
 Brems, Edna M., 3558 Sixth St., San Diego, Calif.
 Briscoe, William S., 2707 55th Ave., Oakland, Calif.
 Brown, Bessie Olive, 4053 Irving Pl., Culver City, Calif.
 Brown, Guy E., 567 S. L St., Livermore, Calif.
 Brubaker, D. E., 2320 Greenfield Ave., West Los Angeles, Calif.
 Buckalew, Harry, Jackson School, Fresno, Calif.
 Butzine, F. C., Elementary School, Encanto, Calif.
 Calder, Jessie, 550 Wesley Ave., Oakland, Calif.
 Campbell, Florilla, 825 N. Baker St., Stockton, Calif.
 Cappleman, John, Lowell School, Fresno, Calif.
 Cardozo, Truman V., Box 396, Riverbank, Calif.
 Carmichael, Bessie M., 348 Louisburg St., San Francisco, Calif.
 Carnahan, Mrs. E. June, 1914 Maple Ave., Bakersfield, Calif.
 Carter, C. C., 3261 Illinois, Fresno, Calif.
 Carter, Ida E., 2426 Channing Way, Berkeley, Calif.
 Chamberlain, Clarence W., 420 N. Murray St., Banning, Calif.
 Chamberlain, Mrs. Mary B., Atlantic Avenue School, Long Beach, Calif.
 Chandler, Mrs. Myrtle B., 1234½ W. Fifth St., Los Angeles, Calif.
 Chase, Ethel E., 1470 E. Wilson Ave., Glendale, Calif.
 Christensen, Mrs. Geneva, 225 Richland Ave., Glendale, Calif.
 Christensen, Serena P., 661½ N. Berendo St., Los Angeles, Calif.
 Clark, Mrs. Bertha H., 1034 Angeleno Ave., Burbank, Calif.
 Clarke, Helen Frances, 2030 Selby Ave., Los Angeles, Calif.
 Claypool, Mary F., 2427 W. 22nd St., Los Angeles, Calif.
 Clayton, Mrs. Rose C., Marguerita School, Alhambra, Calif.
 Clemens, K. F., Box 25, Wasco, Calif.
 Cline, Helen R., P. O. Box 766, Covina, Calif.
 Clow, Jeannette C., 2815 H St., Eureka, Calif.
 Cobb, D. F., 1053 N. Michigan Ave., Pasadena, Calif.
 Coffey, Julia C., Emerson School, San Francisco, Calif.
 Coleman, Ida Fulton, 10334 Tennessee Ave., West Los Angeles, Calif.
 Colerick, Mrs. Mabel S., 1633 E. 103rd Pl., Los Angeles, Calif.
 Colestock, Mary A., 5011 Baltimore St., Los Angeles, Calif.
 Compton, John L., 1814 Forrest St., Bakersfield, Calif.

- Constantine, Mrs. Pearl R., Gough School, San Francisco, Calif.
- Cookman, Mrs. Grace Olive, 618 W. 49th St., Los Angeles, Calif.
- Cooper, Elizabeth P., 1805 Eighth Ave., Oakland, Calif.
- Correll, Vincent I., Ulysses S. Grant School, Long Beach, Calif.
- Cotrel, Lucy, 3240 Clay St., San Francisco, Calif.
- Cotter, M. Elsie, Lazear School, Oakland, Calif.
- Couchman, H. H., 717 W. 80th St., Los Angeles, Calif.
- Cowan, Rose E., 200 N. Rampart Blvd., Los Angeles, Calif.
- Cramer, Clarence S., 1608 Bancroft Way, Berkeley, Calif.
- Crane, Clarence B., 1546 La Loma Ave., Berkeley, Calif.
- Crane, R. L., Jr., Dist. Supt. of Schools, 344 Santa Barbara Ave., Daly City, Calif.
- Crapser, Jessamine, 1828 S. Mansfield Ave., Los Angeles, Calif.
- Crase, Mrs. Drucie G., 1033 Clarendan Crescent, Oakland, Calif.
- Creedon, Mrs. Elma M., 732 York St., Vallejo, Calif.
- Cross, Irvin N., 1520 Van Buren St., San Diego, Calif.
- Cuddeback, John E., Franklin School, San Pablo Ave. and Virginia St., Berkeley, Calif.
- Curley, Laura, 1121 Trestle Glen Rd., Oakland, Calif.
- Dacre, Emma L., 45 Henry St., San Francisco, Calif.
- Daly, Carrie, 556 Larkin St., San Francisco, Calif.
- Dannemann, Matie, 437 E. Maple Ave., Orange, Calif.
- Davis, Barney J., Union School, Lakeport, Calif.
- Davis, N. Evelyn, 853 Atlantic Ave., Long Beach, Calif.
- Davy, Mrs. Mathilda, Horace Mann School, Bakersfield, Calif.
- Delmet, Don Thomas, Dist. Supt. of Schools, Norwalk, Calif.
- Des Roches, Pauline, 1323 Woolsey St., San Francisco, Calif.
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 Brett, Anna, David D. Porter School No. 94,
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 Swift, Charles B., 21 Chateau Ter., E., Snyder, N. Y.
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 Taylor, George D., Susan B. Anthony No. 27 School, Rochester, N. Y.
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 Topping, Eva Z., 199 Bleacher St., Gloversville, N. Y.
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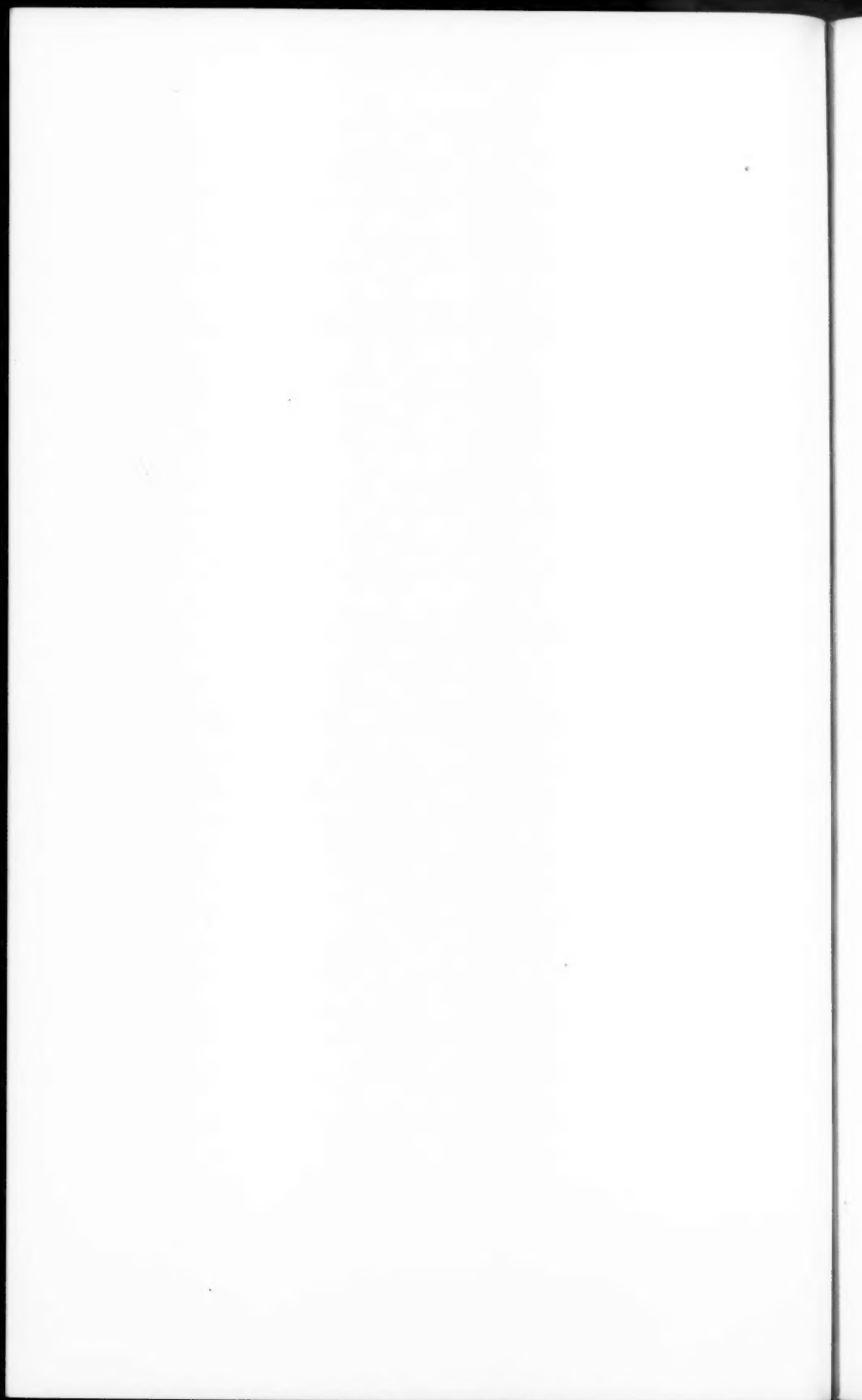
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