

● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

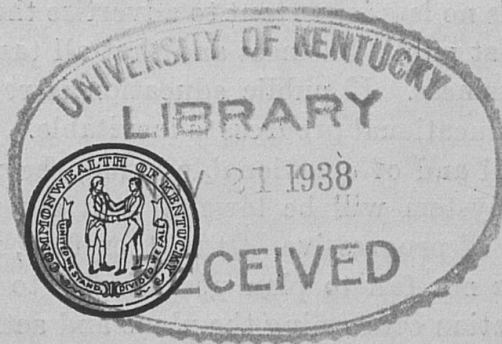
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**AMERICAN  
EDUCATION WEEK**

**NOVEMBER 6-12, 1938**



Published By

**DEPARTMENT OF EDUCATION**

**H. W. PETERS**

**Superintendent of Public Instruction**

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## FOREWORD

Private business realizes that its welfare depends upon the attitude of its stockholders and customers. A prosperous business firm never fails to provide its stockholders with periodic information as to the status of its investments or allow the buying public to be informed of its products. The business world spends millions of dollars advertising its activities and products

It is no less important to advertise the fact that public education is a great public business and that all taxpayers are stockholders in that business. If public education is regarded as a worthy enterprise, educational progress is inevitable. If it is regarded as a necessary evil and of questionable value, the whole morale of the public school system will be lowered and our schools will become static instead of progressive. It is, therefore, very important that school officials not fail to plan periodically to systematically disseminate information concerning the plans and activities of the school.

This bulletin contains information as to the origin, purpose and growth of American Education Week. It contains suggestions for this year's observances of that week. This information was collected and arranged by Freddie Riddle of the Department of Education. It is hoped that it may be useful to the school people in the preparation of programs intended to inform the public as to the status, work and needs of our school system.

H. W. PETERS  
Superintendent Public Instruction

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## Chapter I

### ORIGIN, GROWTH AND PURPOSE OF AMERICAN EDUCATION WEEK

There are many occasions on which human beings celebrate and rededicate themselves to great ideals. Thus we observe Christmas, July 4th, Armistice Day, and many other days. One of the later occasions for celebration on a nation-wide basis is **American Education Week**.

There were many factors that contributed to the beginning of **American Education Week**. Some of those factors are discussed briefly below.

For the beginning of **American Education Week** some credit can be given to the World War. That war brought to the front obvious advantages of an education. It was shown that a majority of officer's commissions were given to college graduates. A survey showed that one-fourth of those who responded to the draft were not able to read or write, and twenty-nine per cent could not be accepted for general military service because of physical defects.

The 1920 census showed that thirty-four per cent of our people were foreign-born, or the offspring of parents one or both of whom were foreign-born. Sixty-two per cent of those illiterate were native-born.

All these facts pointed to a need for an improved public school system. Many studies of the public school system were made, revealing poor buildings, short school terms, poorly trained teachers, poor school attendance, etc.

Along with these factors was another that contributed to the establishment of **American Education Week** as a permanent institution. This factor was the severe depression which threatened to "short change" the educational program of the nation. **American Education Week** provided an opportunity for friends of education to again tell the public of the advantages of education to individuals, society and the government.

With these as contributing factors, **American Education Week** was first observed in 1921. The **American Legion** and **The National Education Association** were the first sponsors of the movement. At Des Moines, Iowa, in 1921, the Director of the Americanism Commission of The American Legion, requested and received the cooperation

of the National Education Association in teaching and fostering true Americanism in all the schools of America. At this meeting the Americanism Commission of The American Legion and the National Education Association approved the following resolution which was adopted by the National Education Association at that meeting:

**"RESOLUTION OF THE NATIONAL EDUCATION ASSOCIATION—  
DES MOINES—1921**

The National Education Association welcomes most heartily and accepts with great appreciation the offer of The American Legion to cooperate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign-born, good American citizens. To the accomplishment of these ends, be it resolved:

1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.

2. That no one should be permitted to teach in any school in America who has had less than a standard high school education of four years with not less than two additional years of professional training.

3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

4. That adequate instruction should be required in American history and civics for graduation from both elementary and high schools.

5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and, further, that The American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high school period or to the age of eighteen.

7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting their needs.

8. That the Representative Assembly of the National Education Association authorize the appointment of a standing committee to cooperate with The American Legion throughout the year for the purpose of carrying into effect the program outlined above."

In 1922 the Office of Education in Washington, D. C., became a third sponsor of the program.

In 1921, President Warren G. Harding issued a proclamation for the observance of the first AMERICAN EDUCATION WEEK. He made this statement:

**"PUBLIC EDUCATION IS THE BASIS OF CITIZENSHIP AND IS OF  
PRIMARY IMPORTANCE TO THE WELFARE OF THE NATION."**

In 1936, President Franklin Delano Roosevelt made the following proclamation:

**"BY THE PRESIDENT OF THE UNITED STATES OF AMERICA—  
A PROCLAMATION**

An opportunity for all of our people to obtain the education that will best fit them for their life work and their responsibilities as citizens is the ideal of American education. It is an ideal which has been a vital factor in our national development since 1647 when the General Court of Massachusetts enacted the historic measure providing for an elementary school in every township of fifty householders and a grammar school in every town of one hundred families 'to instruct youth so far as they may be fitted for ye university.' In the expansion of the nation the school has moved with the frontier, and time and experience have demonstrated that universal education is essential to national progress.

It is accordingly with a feeling of earnest gratification that we note the improvement which has taken place with respect to the educational situation in the United States. Teaching positions which were eliminated during the depression years are being restored and teachers' salaries have returned to pre-depression levels in an encouraging number of school systems, colleges, and universities. There has been a steady increase in the attendance of students at elementary schools, high schools, and colleges.

It is particularly appropriate, therefore, that a time be set apart this year for a widespread and understanding observance of the benefits that flow from a continuing advancement of the standards of American education.

NOW, THEREFORE, I, Franklin Delano Roosevelt, President of the United States, do by this proclamation designate the week beginning Monday, November 9, 1936, as American Education Week and urge that it be observed throughout the United States.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the United States of America to be affixed.

DONE at the city of Washington this 30th day of September, in the year of our Lord nineteen hundred and thirty-six, and of the Independence of the United States of America the one hundred and sixty-first.

SEAL By the President:

FRANKLIN D. ROOSEVELT

CORDELL HULL  
Secretary of State"

**American Education Week** has been observed since 1921. It has become a celebration of national significance to our schools and to the democracy that depends upon schools for its existence. It is a time when we should give attention to our schools, their achievements and their needs.

## THE GENERAL THEME FOR AMERICAN EDUCATION WEEK, 1938

The general theme for **American Education Week, 1938**, is "**Education for Tomorrow's America.**" The following two articles were prepared especially for American Education Week for 1938:

### "EDUCATION FOR TOMORROW'S AMERICA

J. W. Studebaker

United States Commissioner of Education

If the democratic social organization is to be preserved it must provide an educational base broad enough and vital enough to assure intelligent action by the masses of people. More than any other form of social organization democracy requires for its perpetuation an educational system which encourages the development of the native abilities of each individual. Not only that, but it requires an educational process which fits and contributes to the growth of the social organization and which prepares and assists people, not only as children and adolescents but as adults, to function in a democratic society. Such preparation can best be secured by continuing participation in the life of the home, of the school, and of society in general. In brief, the best preparation for tomorrow's democratic America is to practice democracy today.

With this conception of how to prepare for tomorrow, I submit two proposals for practical action in strengthening American democracy thru education. First, in their own fundamental organization and operation, our schools and colleges should more clearly approach democratic societies so as to develop patterns of democratic behavior in the group life of the learner; second, it is the duty of educational agencies in a democracy to provide the maximum of opportunity to youth and adults to study and discuss the current social, economic, and political problems with which our citizens must deal.

Education for a democratic society, however, begins in the home. Family life itself should function as one of the vital units of democracy. In this unit children and parents, too, should learn to act in the interests of the group; to respect the rights of others, and to cooperate in common undertakings. A democratic society cannot be maintained in a nation unless the social principles needed in the larger community are first practiced in the home.

Since the direct influence of education begins in early childhood and continues thru the period of adolescence and to the years of adulthood, the schools, beginning with the nursery school and the kindergarten, cannot escape the obligation to develop habits of democratic behavior. If the school is managed like a totalitarian state it will prepare citizens for that kind of state, but we in America believe that the school can and ought to be managed on the principles of a democratic society.

Outside the classroom there are also unlimited opportunities for children and youth to practice democratic living. By organizing themselves to plan their own affairs, young people come to appreciate and understand the ways of democracy. By practicing democratic procedures in the group-control over the affairs that are now of most interest to them, pupils acquire the ability to function as future citizens. The group planning of school discipline, of social activities, of publications, of playground activities, and of school sports affords a practical preparation for democratic living.

If a school system is to be run democratically there must also be freedom to inquire and to learn. The spirit of inquiry so evident in young children, often to the embarrassment of parents and teachers, should

not be stifled as the children proceed from grade to grade so that by the time they leave high school they are satisfied to accept what the teacher tells them. On the other hand, inquiry on the part of pupils should be encouraged more than it is today. Once a teacher was heard to say: 'When my children came to me last fall they had the habit of asking questions which their former teacher encouraged them to do, but I soon broke them of the habit.' Pupils should also be permitted to exercise their right to make choices and to reach their own conclusions as a result of their own intellectual efforts.

In educating for tomorrow's America, which can best be done by educating for today's America, we must also plan to meet the needs of adult citizens for study and discussion of problems as they arise. The plans for such programs must provide for the maximum of participation on the part of adults. These part-time programs must demonstrate democratic procedures and they must help the adult in grappling with the complex problems of our day. I know of no better means than the community or public forum for the free discussion of community, state, national, and international problems affecting the lives of the American people. Discussion at such forums develops the capacity and desire of people to think for themselves. It gives strength and meaning to public opinion, because it stimulates citizens to organize their thinking and to check it by the thinking of others.

Woodrow Wilson said: 'I conceive it to be one of the needs of the hour to restore the processes of common council. We must learn, we freemen, to meet as our fathers did, somehow, somewhere, for consultation. There must be discussion—in which all freely participate.'

It is toward the realization of that kind of soundly supported democratic government that we must now make rapid strides.

In the planning of our educational program there is another group of people who should not be forgotten—young people who are not in high school, nor in college, nor at work. Many of them are not in high school because its offerings do not appeal to them, many are not in college because they are not financially able to attend, and others are not there because they cannot do the work demanded by the college. Provision, however, should be made somehow for the millions of out-of-school youth to continue their education, even if some of them are but one-talented persons and not capable of pursuing the courses now offered in the schools. One talent may yield as large a proportionate increase as ten talents.

If our educational system is not such as will help boys and girls now in school democratically to solve America's problems as they arise, let us during American Education Week resolve to make it such a system."

#### "ELEMENTARY EDUCATION FOR TOMORROW'S AMERICA

Bess Goodykoontz and Helen K. Mackintosh

United States Office of Education, Washington, D. C.

What is tomorrow's America to be? No prophet is willing to picture the kind of world in which Today's children will be living as grownups. Probably it will be unlike both yesterday and the present. All people—teachers, parents, and citizens—can express their hopes for children in the form of such ideals as:

1. To live in a peaceful world
2. To possess a sound body plus a keen mind
3. To know what to do, how to do it, and how to judge the result
4. To be able to take life as it is and make the most of it, using all the ability a person has
5. To be interested in the community first, self second
6. To enjoy freedom of thought and action



7. To have enough money to live comfortably, and to save for old age
8. To first free time, and to enjoy it in many ways.

In order to know what right we have to set up such ideals for tomorrow's America, it is necessary to get a clear picture of what elementary education is like in America today. Those who work with children like to think of elementary education as part of a whole experience in learning, from birth thruout life. At the present time, artificial lines have been set up which define education as for pre-school, early elementary, intermediate, junior high school, high school, college, and beyond.

A bird's-eye view of the nation's schools shows that more than 22,000,000 children, ranging in age from 6-14, and in some communities both younger and older, are in elementary schools. Many of these are eight-grade schools, since more children of seventh and eighth grade level are enrolled in elementary schools rather than in junior high schools. If your child of elementary age is like the average, he is one of a group of thirty-nine children who attend school about thirty-five weeks each year.

Elementary education is broader than the elementary school. In every community there are many groups that have a part in educating the child. These include the home, and the community as represented by libraries, churches, museums, art galleries, playgrounds, industries, city government, the movies, the radio, the Junior Red Cross, and many other agencies. People in each community may well make a list of all the groups which share in educating their children, and study them to see what quality of education is being provided. Every community, in a sense, chooses the kind of education which it will offer to adults for tomorrow. As partners of the school, parents and other citizens need to work together to secure the best possible education for which the community is able to pay.

Since all experiences which children have are considered as a part of their education, parents and teachers are especially concerned that such experiences will be of real value to the child both in the present and in the future. To approach the question from the adult point of view, 'What would most grownups like to have a chance to do, and see, and enjoy if they were ten again?' Would they be satisfied to learn dates in history, arithmetic skills, rules of grammar, and names and locations of cities? The most valuable arithmetic may be that which helps the child to know that he has received the correct amount of change from the grocer; the most worthwhile musical experience may be that which causes him to recognize with pleasure a piece of music which he hears over the radio; the most practical geography may be that which helps him to understand why airplanes from the United States to France make a North Atlantic crossing.

Present day schools believe that learning should be gained in an interesting and meaningful way, both in and out of the classroom. Children should work hard in terms of their strength, but should enjoy working. Boys and girls often help in planning and judging the work which they do. By so doing they see the need for the skill, knowledge, or attitude which the teacher is trying to develop, at a time when learning takes place most quickly and easily, and when the actual need occurs. Since teachers recognize that no two children are exactly alike, they plan so that boys and girls may work as slowly or rapidly as ability allows. A child no longer works for a whole day in a large class but often works by himself or with a small group. In spelling or other skill subjects he works in competition with his own record.

More and more, teachers are trying to know the boys and girls with whom they work, outside of school as well as in the classroom. Many teachers both get and give help as they visit the children's homes. By such visits parents are encouraged to study the needs of their children in cooperation with the school.

Altho schools have discovered good ways of helping children to succeed, there are problems that need to be solved in the immediate future. Education is a continuous process, with the elementary school as an early level where the pattern of the child's life in habits of health and study, and attitudes toward work becomes well established. It should be made increasingly easy for the child to change from one level of education to another.

Every child, wherever he lives, should have as good an education as any other child. Regardless of race or place of birth, or of section of the country in which he lives, every child should have an equal chance. All kinds of children—healthy, weak, deaf, blind, lame, defective in speech—should receive the kind of education which will make them useful citizens.

Increasingly, teachers must receive the sort of preparation that enables them to plan, carry out, and judge classroom work in cooperation with boys and girls. To make this possible the period of education for teaching must be longer; but it can only be longer as communities are willing to pay the price in dollars and cents.

How well has your school succeeded in solving present problems and in recognizing new problems in elementary education in your community? Citizens who study the schools of their own community as partners in an enterprise will help to give today's children their place as useful citizens in Tomorrow's America."

## Chapter II

### SUGGESTIONS

1. Secure the cooperation of many groups and the various social and civic clubs in the school districts. Do not fail to enlist the aid of **every** community organization.

2. You may want to plan a community-wide **American Education Week Dinner** which may be open to all persons or to representatives of all cooperating agencies.

3. If you can, publish in leaflet or bulletin form facts about your school—costs, personnel, history, needs, etc.

4. **Seeing Is Believing.** School exhibits and demonstrations may serve well to give concrete evidence of work being done.

5. **Get the Story to the People.** Have a worthy program and then see to it that parents and patrons know about it. **Use** the local and school newspapers wherever possible. **Send messages to parents by pupils and mail. Talk American Education Week.** Have the proper official issue a proclamation. **Use Stickers.**

6. Assign specific duties to the various clubs and departments in school. For instance, a home economics department, an art department, or an English department can give valuable assistance.

7. **Remember** that **The American Legion** is interested.

## Chapter III

### DAILY PROGRAMS

Materials and information presented during **American Education Week, 1938**, will need to be somewhat original and will need all the "local color" that it is possible to give. The information contained herein has been prepared especially for **American Education Week Programs**, and is given in this bulletin for suggestive, as well as for informative purposes. The articles are samples. Those participating in the local programs may want to use them as guides. For instance, the program for **Sunday, November 6**, is "ACHIEVING THE GOLDEN RULE." Pastors of the churches participating in this program will want to prepare their own sermons and activities, but may receive ideas from the Article copied below.

Detailed information and suggestions for daily programs may be obtained from the National Education Association, Washington, D. C.

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#### 1. SUNDAY, NOVEMBER 6, 1938

#### TOPIC—ACHIEVING THE GOLDEN RULE

##### "ACHIEVING THE GOLDEN RULE

Joseph R. Sizoo

Minister, Collegiate Church of St. Nicholas, New York City

We are living in a day when the nation is on the march. Seemingly, we have determined to set up a whole new scheme of things. New fires are playing in the heart of the earth and civilization is becoming molten again. New seeds are being planted in new furrows destined to bring us new harvests. New waters are breaking forth out of hidden springs, which will make their way one day to new and undiscovered seas. The sense of turmoil and change is upon everything and everyone.

Our modern day may be characterized by the word aspiration. There is everywhere among us a quest for the fuller life. You may think of it negatively in terms of revolution and revolt, an unwillingness to accept the disciplines of life, a refusal to live within the inevitable restraints of circumstance; but it is much more honest and fair to speak of it in terms of aspirations. We may not be in agreement with these aspirations. We may believe that they will only further entangle and enmesh the nation in deeper dilemmas and disillusionment. We may believe that if the aspiration of one group is to be realized, the aspiration of another group must be denied. We may believe that if one section of the social structure is to succeed, another section must fail. We may

believe that these aspirations are conflicting and contradictory and self-destroying. But they are there and we have to deal with them. The nation is on the march!

Now it is never easy to live in times of transition. If you are familiar with the open country and rural life, you know that roads are always most difficult to travel in the springtime. It is the time when frosts go out of the ground and ruts are easily formed and mud clings to the wheels. It is so with a nation that lives in the springtime. When you dig, it will bring to the surface foreign substance and rubble. You must let the water run for a little while before it becomes clear and cold. So it is true in the nation in a day such as this. What fills many with misgivings is the fear that a different nation may not be a better nation

But one fact is becoming increasingly clear. If we are to build a braver and better tomorrow for our children, certain obvious forces must be released in the life of today. There must come among us a new emphasis upon physical wellbeing, mental discipline, spiritual sensitiveness and civic responsibilities. We must have a more adequate security, higher social standards, and a more earnest committal to the ideals and implications of freedom. But before all else, and in order to set into operation these new forces, there must come a new resolve to achieve and practice The Golden Rule. In the last analysis democracy is simply practicing the fine art of living together for the common good: it is The Golden Rule in national life. What was said long ago on one of the hilltops of the land that He loved, by the greatest teacher of all time, is still true, 'Whatsoever ye would that men should do unto you, do ye also unto them.' When The Golden Rule is released by a self-governing people, you have taken the first and sure step to a new day. There is no more hope for a better tomorrow for our nation apart from that rule of religion than there is that my watch will run with a broken mainspring. Unless we learn to live together for the common good, we shall never build a better order for our children, no matter who is President, or what the Congress may do. There are three possible philosophies by which men can live. These three philosophies may be summarized in the three expressions: live, let live, and help live. We shall never build a better world until we give ourselves loyally to that third philosophy of helping to live.

There is breath-taking need for that emphasis in our national life today. How little goodwill and understanding there is among us! We seem to be baptized with Prussic acid rather than with the love of our fellowmen. Hate is the modern American tragedy. I never knew there was so much hate in the world. It is hate that is gnawing at the lute strings of our national life. We hate the Jew; we hate the German; we hate economic royalists; we hate the New Deal; we hate the Old Guard; we hate nine old men; we hate the Constitution; we hate the President; we hate the Congress. Young people hate old people and old people hate young people. One section of the country hates another section of the country. Hate has even crept into the relationships of races and religion. There are people who think if we only hate enough a better day shall come. It is tragic beyond words that there are those who believe that we shall hate ourselves into prosperity.

I do not mean to suggest that there are no wrongs to be righted. It is hard to justify some things in our country. It is hard to justify ignorance in the presence of educational opportunity. It is hard to justify disease in the presence of opportunities for healing and health. It is difficult to justify poverty in the presence of plenty. Sometimes I wonder if we have not been building our national life on human misery rather than on human understanding. But hate does not solve these problems; it only multiplies the problems. Our generation is waiting for the sunrise of ten thousand souls who will look at the dilemmas, disillusionments and distress of this confused hour, not in terms of hate, but in terms of love; not in terms of distrust, but goodwill.

Our public schools must lead the way to the realization of that objective. It is in the free public schools of the country where we must cultivate this new compassion which lies at the root of true democracy, this living together for the common good. It is in the public school we break down barriers which are so baffling to the national life. Children from many ways and walks of life, representing many creeds and schisms, born of various races and religions, come to the same school, learn the same lessons, share the same books, are guided by the same teachers and are trained to take their places together as citizens of the same country. This is no time to retrench the programs of public school education; it is rather time to increase its effectiveness. When education is given an increased opportunity in realizing that objective, and when the home and religion lend their support and authority, then indeed will a different nation be a better nation and change will be improvement. May God hasten the day!"

## 2. MONDAY, NOVEMBER 7, 1938

### TOPIC—DEVELOPING STRONG BODIES AND ABLE MINDS

Much information on this subject may be gotten from books available in the school. Campaigns for better posture, cleanliness of mind and body, and, above all else, good habits and hobbies to occupy leisure time can be stressed. Health plays may be presented. Safety Education should be taught.

The following three articles furnish excellent information on present-day mental and physical health problems. This information will be valuable to parents, teachers and pupils.

#### "DEVELOPING STRONG BODIES AND ABLE MINDS

Harl B. Douglass

Kenan Professor of Secondary Education and Head of Department of Education, University of North Carolina

'A sound mind in a sound body' has indeed become the first principle of modern education. In recent decades people have become much more sensible about their schools. When public schools were first being established, all educated people and many uneducated people had a reverence and awe for the printed word that was so intense as almost to partake of the nature of superstition. The efforts of pupils were concentrated upon memorizing materials from books, and one's learning was judged in large part by one's ability to recall facts or pseudo-facts as they were learned or half-learned from school books. Today we realize that education is not complete unless it provides also for physical and mental health and vigor. Thirty-five thousand lives are sacrificed annually to the automobile and more than a quarter million men, women, and children go thru life with impaired health or with physical defects resulting from automobile accidents. Ten per cent of the national income is required to pay the costs of medical services, medicines, and hospitalization, to say nothing of the unnecessary physical and mental agony, loss of time and life.

Mental ill health has within recent decades increased by leaps and bounds. The annual cost of mental ill health to the State of New York alone, is estimated at more than \$125,000,000. Millions of men and women develop delusions, manias, and phobias. Other millions go thru life with the unnecessary unhappiness, of crippled, weak, or warped personalities.

The more progressive schools have been alert to sense the challenge of the times. They have gone far beyond formal instruction in calisthenics, physiology, and hygiene. They have developed programs of annual health examinations. Defects and bad tendencies are located by experts and parents are informed. Children are made safe from typhoid fever, diphtheria, smallpox, and other contagious diseases by immunization under the auspices of American schools. Free dental inspection, so commonly found in the more progressive schools, is being followed up with free dental service. Children blameworthy only for having been born to poor parents need no longer grow up with handicaps in appearance and health.

The American school has not been content with instruction and inspection. It is providing in many localities competent diagnosis and measures to correct in the informative period of youth defects of nutrition, posture, and growth, including skin and feet faults, spinal curvatures, and contorted bodies in one or more respects. Further than that, in some localities, the school is active in assuring a healthy adult by supplementing the home diet of children of parents not able to buy food suitable for growing sound and healthy bodies. School lunches and even school breakfasts with balanced provisions for the minerals and vitamins so necessary for soundest growth of young people are provided by many schools.

Tubercular children are identified and in many school systems are assigned to special rooms where provision is made for rest, appropriate food, abundant fresh air, and sunshine. Children with defective thyroid glands are located and, under medical supervision, are given the appropriate simple treatment to avoid the dwarfing of mind and body.

In many rural areas the schools are a cooperating part of a county or community health service, which involves traveling nurses bringing health instruction. Fostered by the National Congress of Parents and Teachers, 'free school clinics' are being developed in many cities and other communities.

The American school has more recently assumed a greater responsibility for conserving mental health and personality. The wiser teachers and parents today are abandoning fear and worry, punishment and compulsion, as the principal means of motivating study and desirable behavior. They realize that it is better that they study less, if necessary, than to live year after year in an environment of fear and compulsion, mindful of the increasing evidence that an environment of worry and fear is as unsanitary to the mind as one of filth and sloth is to the body.

The modern school appeals instead to motives rooted in the pleasures that come from achievement. The child is surrounded with opportunities for success. No child need experience failure disproportionately to success. School work is to a large extent individualized. It is varied in nature and in difficulty. Every child can find his place. It is more real and purposeful. Learning activities seem to the child as having some purpose other than merely pleasing a taskmaster.

The modern school assists the child in getting safely thru his childhood and adolescent mental 'diseases'. Principals and selected teachers, trained for the purpose, discuss with young people their problems, their fears, their troubles. By means of giving them a wholesome attitude towards their problems when they press too hard, they counteract the poisonous effects of sharp mental conflicts. They give them information and lend them courage at times of deepest perplexity centering on vocational decisions, inability to be popular, feelings of persecution, religious or sex conflicts that just must be talked out with someone who 'understands', and a hundred other problems, doubts, and fears that are so likely to leave permanent scars on mind and heart.

The intelligent parent of today prizes even beyond achievement in the 'regular' subjects alone, the growth of his son or daughter into a

splendid, healthy man or woman with a fine, balanced mind and attractive and stable personality, confident, eager, mentally alert, with nerves capable of withstanding the shocks and wear and tear of modern civilization, with stamina to meet the demands of success, and with health to insure complete realization of all one's mental and spiritual capacities, equipped to meet, survive, and enjoy the richest and most challenging, if perhaps the most strenuous, civilization the world has ever known."

#### "BUILDING STRONG BODIES

Katharine F. Lenroot, Chief, Children's Bureau,  
U. S. Department of Labor

Since the days when that traditional American institution, the 'little red schoolhouse', viewed education largely in terms of the three R's, no phase of educational work has undergone a greater change than that which has to do with the relation between the pursuit of learning and physical health. The school, so often relied upon as a laboratory in working out new methods of improving the general welfare and raising standards of living, has become an important center for health education and is a definite part of any program which has for its purpose the improvement of health conditions in general and of child health in particular.

As the development of positive health standards has led us increasingly into the field of prevention and education, the schools have been relied upon more and more as one of the community agencies through which health education may be promoted. In some cases this development has had to meet the local opposition of groups of citizens to whom any extension of school activity beyond the teaching of the three R's came under the heading of 'frills'. It is to the credit of the schools that they have themselves done pioneer work in overcoming this attitude and in awakening a sense of community responsibility for the health education of children and parents and for the development of actual resources to promote the health and well-being of families.

The briefest summary of what is being done today to enable children to be well-born and to grow up with strong, healthy bodies, offers sufficient contrast to the conditions prevailing even a quarter of a century ago, so that no lengthy description of the past is needed. But despite the progress made in recent years, the work now being done indicates that we have not begun to tap the possibilities and that we stand on the threshold of developments of far-reaching importance in the health field.

When the Social Security Act was passed by Congress in 1935, it opened a new chapter in the story of federal, state, and community cooperation to promote the health of the people. Two parts of this act are of special significance to the health of children and young people. These are the maternal and child-health services, and services for crippled children, both of which are administered by the Children's Bureau of the United States Department of Labor. Altho the services set up with the assistance of federal grants-in-aid authorized under Title V of the act have been in operation only a short time, it is evident for the first time in our history that a far flung and coordinated program is now underway in every state and in Alaska, Hawaii, and the District of Columbia, to promote child health from infancy thru adolescence. In this program the schools, as usual, are playing an important role.

How do these new services help to build strong bodies? The answer is that they are attacking the problem on a wide front. Since it is of first importance that children have an opportunity to be well-born, greater emphasis than ever before is being placed upon the care of the mother during the prenatal period, and vigorous effort is being made to meet what until now has been the most difficult problem to solve—the need for adequate care of the mother at the time of childbirth. No one



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can estimate how much children have suffered because their mothers had inadequate care before they were born, or because they themselves had inadequate care or no care at all at the time they came into the world and immediately thereafter. We know that in 1936 more than a quarter of a million women brought children into the world without the advantage of a physician's care, and more than 15,000 had no care except that of the family or neighbors. For the great majority of the 1,000,000 births attended each year in the home by a physician, there is no nurse to aid in caring for the mother and child.

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The schools, parents, and citizens' groups have become increasingly active in directing attention to protecting the preschool child from communicable diseases. This movement is receiving further impetus through the maternal and child-health programs now being carried on in the states. Federal and state funds have made it possible to add public health nurses and pediatricians to the staff of state health departments. This in turn has made possible increased health education work in the homes, at clinics, and at health conferences; medical examinations and consultations for mothers and children; immunization of children; preventive and educational dental services; nutrition services; and mental hygiene service.

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Outstanding during the past year has been the marked increase in nutrition as part of the maternal and child-health program developed in cooperation with other agencies working in this field. Many local community nurses employed by private or non-professional agencies include school nursing in their services. Of the more than 17,500 nurses engaged in public health work, nearly 3,500 are employed by departments of education for full-time school nursing, and over 6,700 are employed by health departments for services including school nursing. Reports received by the Children's Bureau from the states for the year ended June 30, 1937, showed more than 2,000,000 health examinations of school children, more than 1,350,000 immunizations for smallpox, and about 800,000 immunizations for diphtheria among the activities conducted as part of the state plans for maternal and child-health services in that year.

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Services for crippled children are now in operation in 47 states, Alaska, Hawaii, and the District of Columbia, and many children are being benefitted who might otherwise grow up permanently crippled and become public burdens. In the operation of the state program, great effort is made to find all crippled children in the state, especially those in remote areas. The schools have helped by reporting crippled children. In many states the department of education and local school authorities provide special educational facilities for these children. A farflung program is now in operation, the purpose of which will be to restore to a physical condition as nearly normal as possible large numbers of children who otherwise would grow up with permanent physical impairments. Few phases of work for children hold more emotional appeal than that which deals with the rehabilitation of crippled children."

### "KNOW THYSELF

(A message to High School students)

'Self-reverence, self-knowledge, self-control,  
These three alone lead life to sovereign power.'

—Alfred Tennyson

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American youth is the most fortunate youth in the world! America loves, protects, teaches, and trains its young so that American men and women of tomorrow may live even fuller and richer lives than those who brought them into being. America has plans, hopes, and dreams for its boys and girls! Hopes and dreams that will come true for those who are ready and willing to enter into the business of help-

ing the process along. Weak men believe in luck, circumstances, and the 'opportune moment'. Strong men believe in cause and effect!

Because tomorrow's men and women will be faced with problems that only men and women with visions, with able minds, clear eyes, and steady nerves can solve, it becomes increasingly necessary that today's youth prepare efficiently for the road that lies ahead. Let no one dare to predict what turns that road may take. Let no one say that the road is more steep than it was in the past; nor let anyone declare that it lacks the romance and adventure it held for those who traveled it in other generations. But let the traveler be assured that hazards will block the way and that only those who drive straight and true will reach the rewards that lie beyond the distant bends! As the successful driver checks each part of the machine he depends upon to take him over many miles of rugged highway, so should every high school youth pause, often, to appraise the quality of his personal equipment and prepare it to face the many storms that must be met 'er the race is run. Let every boy and every girl appreciate the fact that no two individuals are equipped alike, let them accept the fact that all have been endowed with varying degrees of mental and physical capacities, that some have many talents and some have few. Let them further appreciate the priceless opportunity that has been afforded them by being given a life to live! And let the youth enter the game courageously and play to make the best of whatever has been given him to play with.

There are no short cuts to truly successful living. Life is a marathon, not a sprint! To have eyes to see, ears to hear, a heart to enjoy, and words to bless the wonders by the wayside, youth must have a body conditioned by living the laws of health and a mind unimpaired by the effects of harmful habits, the results of which are too often completely minimized by unscrupulous advertising and the testimonials of the near great celebrities of the moment. Proper diet, exercise in keeping with physical capacities, rest, attention to habits of cleanliness, and the companionship of well-chosen friends can always be listed as assets. **Over-indulgence in games too strenuous** for all but the most rugged, late hours, smoking, use of stimulants, and careless choice of companions, must be listed on the wrong side of the ledger, for these are the things that sap the glow of health from the body and dull the mind.

Youth would do well to recognize the all important fact that one body is all each individual can ever have, be he rich or poor. Youth would further do well to cherish, protect, and control the acts and functions of that body so that it may be a fitting 'temple of the soul', thru all the years to come. Altho intricate in its division of work among its nervous, respiratory, digestive and circulatory systems, the body should be considered essentially as a whole, and it should be remembered at all times that no one single part can long continue to function properly when any other part is affected by ill-health or abuses of any kind. Thus the conservation of human resources depends upon knowledge concerning the body as a whole. Physical health and mental health go hand in hand, and all youth's highest ambitions should be centered around keeping the two unmarred and unimpaired, always.

The school has much to offer in activities that will help enrich life in years when school days will be but a memory. The long list includes music, drama, arts, crafts, sports, and many others. Of these it would be wise for the student to 'sample' many and to aim to excel in some. Choices should be made carefully and with the help of faculty advisors. Guidance should be accepted from parents and teachers, for they have seen many travel the road; some to drop early by the way, and others to reach their distant destinations. Climbing the heights is a steady, smooth, and sure process when the path has been carefully chartered by those who know best how to direct youth along the way. Success in any climb never just 'happens'. It is the result of a plan in life

pushed to a conclusion by a stout heart, an iron will, and an enthusiastic soul!

**'One Ship Goes East**

One ship goes East, another goes West  
By the self-same winds that blow.  
'Tis the set of the sail and not the gale  
That determines the way they go.

Like the winds of the sea are the ways of Fate  
As we linger along thru life.  
'Tis the set of the sail that decides the goal,  
And not the calm or the strife.'

—Rebecca R. Williams”

**3. TUESDAY, NOVEMBER 8, 1938**

**TOPIC—MASTERING SKILLS AND KNOWLEDGES**

This day presents an excellent opportunity to the school for having parents visit the classroom of their children and witness the “new school” in session. Here they may become more familiar with our new curriculum and new methods, and thus appreciate our modern teaching. Such visitation and the understanding resulting therefrom will cause parents to respect our new system rather than regard it as full of “fads and frills”.

**“THE THREE R’S IN THE MODERN SCHOOL CURRICULUM**

(This material is from Hildreth, Gertrude. *Learning the Three R’s—A Modern Interpretation*. Cumberland Education Series, Minneapolis, Minn.: Educational Publishers, Inc. It may be helpful for articles and addresses. The entire book is an excellent reference for the topic, ‘Growing in Skills and Knowledge’.)

1. The new program provides for readiness, thru insuring that children have reached an appropriate stage of preparation and adjustment for learning skills. . . .
2. Skills are introduced more gradually as well as more informally. . . . Parents often fail to see this need as clearly as the school and are too eager that children begin ‘school work’ immediately. . . .
3. The place of the textbook is somewhat different in modern schools. In the lower grades, school texts are more often in the hands of the teachers than in the hands of the children. Textbooks have a somewhat more limited place in the work of the primary grades, that is, textbooks in the sense of uniform material for large classes. We seldom speak in modern schools of a basic reader or arithmetic, but instead provide suitable material in any form appropriate for the child’s learning level. . . .
4. Time allotments for skills have changed in both extent and use. . . . The newer schools have not wholly dispensed with reading, arithmetic, spelling, and writing periods, but they use the time formerly allotted to formal drill work in a somewhat different way. . . . Time is saved by training, not on the rare, unusual facts the child will seldom meet, but on the more common facts and principles.
5. The modern school recognizes the child’s need of direct instruction in acquiring efficiency in skills. Projects and activities, taken by

themselves, cannot be depended upon to supply this instructional need, and it would be foolish to bring in activities artificially as a vehicle for skills instruction. . . .

6. The program in skills is greatly simplified. Instead of several thousand facts to learn in third grade arithmetic, children now concentrate on two hundred or three hundred at the most. . . .

7. More time is taken in various stages in skill learning. Children are aided in assimilating one stage before being rushed on to the next. These rudimentary learnings are recognized as requiring more time in general than has usually been allotted to them. . . .

8. The program for acquiring skills is being increasingly individualized, especially in respect to the amount of time given, the amount of repetition and practice provided, the nature of the materials learned, and the learning goals to set up. . . .

9. In more progressive schools a transition has taken place from teacher control to teacher guidance. This change is a decided asset to the skills program since it utilizes the child's cooperation and self motivated reaction. . . .

10. In progressive school systems slower learners are placed in special or opportunity classes where they need not be rushed along so rapidly, meet failure, or learn superficially. . . .

11. There are relaxed standards of expectancy in skills learning from grade to grade. Modern educators realize that formal programs have been too exacting, and too time-consuming for any rational outcome. Modern teachers disregard any preconceived notion of what 'Grade Four' means, and instead teach in terms of who the children are. . . .

12. Educators have also changed their concept of what constitutes desirable outcomes in skills. Formerly the only question asked was, 'How far has the child gone in reading or arithmetic?' Now we inquire, 'How well can he use his newly acquired skills? Does he enjoy reading? Can he choose a book wisely? Can he get information as well as satisfaction from reading? Is his handwriting legible enough so that others can read it? Can he write rapidly enough for practical purposes? Has he acquired automatic and efficient habits? Is his arithmetic computation efficient enough to be of practical use? Could he solve a real problem in arithmetic? Does his spelling really function in his writing activities?'

13. The modern school safeguards pupil progress in learning skills thru diagnostic and measurement technics. During the course of learning, frequent checks are made of pupil accomplishment, and drill devices are applied where the analysis indicates the need for more practice.

14. Modern teachers appreciate the part that personality and emotional adjustment play in learning the skills, and the importance of desirable rapport between child and teacher, and between the child and others in the class. Significance is attached to attitudes in relation to school achievement. Learning the skills involves emotional as well as intellectual responses. . . .

The whole emphasis in education was formerly on mastery of the 'three R's.' These skills, taught as independent, unrelated drill units, consumed most of the school day. Drill, even in the first grade, was presented in mechanical fashion. The skills were taught with little reference to life interests or pupil needs. They were made difficult to learn by being divorced from children's purposes and maturation requirements. Children were forced to read or do arithmetic before the words or numbers meant anything to them.

A transition has taken place, with shift in emphasis from learning the 'three R's,' in the old sense, to 'growing up' in terms of maturation and learning. In this process the 'three R's' are recognized as an indispensable means to richer, fuller, and more ready experiencing. The modern school sets up conditions that will provide the best possible

pupil growth in various skills and techniques. Skills are not taught as ends in themselves, as separate and direct objectives, but instruction in skills is given to provide children with techniques for genuine functional purposes. The modern school is not so much interested in skills per se as in skills that function when children have some purpose for using them."

## "THE MASTERY OF SKILLS AND KNOWLEDGE IN THE NEW SECONDARY SCHOOL

William H. Bristow

1. The new secondary school is an organization in which pupils, teachers, and parents plan together, share experiences, overcome difficulties, help one another, learn to work together, and assist each other in the acquiring of basic skills and knowledge.

Contrast this conception of the secondary school with a school in which skills and knowledge alone constitute the curriculum, where the teacher is the master and the children are servants. Contrast it also with conditions which have prevailed in secondary schools, where the job of the teacher was to hand out assignments dealing wholly with skills and knowledge without reference to pupil experience, pupil planning, pupil cooperation.

2. The new secondary school has a flexible curriculum and, recognizing this, skills and knowledge are only of value as they apply to the very needs, interests, abilities, and capacities of individuals. It recognizes the fact also that it is quite impossible to determine in advance all of the skills and knowledge which would be most fruitful for individual pupils or a group of pupils.

Compare this with a school where curricula are determined in advance, where there are set schedules, set assignments, fixed desks, fixed facts, young people all working at the same time on the same thing, with the hope that all will achieve (or fail) alike.

3. The new secondary school recognizes that many skills and much knowledge is acquired in the home and the community, and that home, school, and community must be united in their endeavors in providing learning situations whereby children may master skills and knowledge.

Compare this with the philosophy that only the school can offer opportunities for education, that the responsibilities of parents cease when children are sent to school properly fed and with faces washed.

4. The new secondary school seeks to develop skills and knowledge about those attitudes of mind and those character traits which will assist young people in becoming self-directing citizens, able to make wise choices, each desirous of carrying his full load of social responsibility.

Contrast this with secondary education in which skills and knowledge are to be considered only as they relate to facts and in which education is directed more toward the acquisition of these skills and knowledge than to conduct in which skills and knowledge are essential factors.

5. The new secondary school assigns tasks in the fields of skills and knowledge which are significant and meaningful to pupils and which are within the range of their comprehension. Upon each bit of success other successes are developed.

Contrast this with secondary education which boasts of the number of failures to its credit because young people have been set at tasks for which they have no inclination, no ability, and frequently little preparation. Skills and knowledge contrasted also with the rote learning type of skill and knowledge acquisition which is primarily an end in itself and not a means toward more effective learning.

6. The new education recognizes, as a part of the skills and knowledge, the necessity for children to understand themselves and

their family, and the ability to live with one another as a member of a family unit. It seeks to build into the educational environment the contributions of parents and encourages pupils to learn in an independent way as members of the family unit and to share their learnings with members of the family circle.

Contrast this with the secondary school whose program may be roughly described as follows: 180 days each year, 5 days each week, 6 hours or less each day, textbooks, and school paraphernalia. Contrast it also with the education which fails to recognize that many of the skills and knowledge achieved by secondary school pupils come to them from outside the school and that experiences with nature, on the farm, in the shop, in the library, in fact, everywhere, are vital to acquiring those skills and knowledge essential to effective living.

7. The new secondary school recognizes that how the child looks at things and how he reacts to new situations is an important factor in how ready and permanent his learning of facts and skills will be.

Contrast this with education in skills and knowledge which come primarily from book learning and symbols and which labels as inadequate and as a failure pupils who acquire skills and knowledge relatively slowly from books but who are bright in acquiring those skills and knowledge which come from contact with people, from nature and thru such means as motion picture, radio, and visual aids.

8. The new secondary school recognizes that in the last analysis it is the effective use of skills and knowledge which is as important as their acquisition. The curriculum of the new secondary school, therefore, gives pupils opportunities to use skills and knowledge to make choices, to enjoy the benefits which come from these choices and to experience the annoyances which come from making unwise choices or the use of abilities acquired in wrong directions.

Compare this with education in which the primary test of success is not the use of skills and knowledge in their relationships but more in memory, to recite facts, to learn dates, to give back formulae.

9. The new secondary school has a place for more, not fewer skills and knowledge; it places a premium on exact information; it is very much concerned in the application of skills along lines in which those skills actually function in daily life; it is concerned that knowledge shall be acquired and used in its proper context and not as unrelated and uninteresting facts. The mastery of skills and knowledge in the new secondary school is not an end in itself but is for the purpose of making possible a release of the individual's energies and an integration of his life with the social fabric of those about him."

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#### "WHAT HIGH SCHOOL STUDENTS MAY DO WITH THEIR SKILLS AND KNOWLEDGE

**Where You May Excel.** If you are an ambitious and public spirited young man or woman, you are anxious to assert leadership. You do not want to wait. You are wondering perhaps what you may do now and how effective your influence may be. You may be deterred from doing anything much by the thought that there is little for one in his student years to do. There are older and wiser heads, you may say, and the responsibility with respect to public problems is theirs. It is a fact that we learn a great deal from experience and you have not had much experience because of your youth. You are still unfamiliar with many facts and conditions which are better understood by your elders. There are, however, elements of strength which you possess, there are fields in which you may be supreme.

You are less shackled by tradition and prejudice than most of your

elders are. Party ties mean less to you. You have not lined up with many groups or crowds. You are not so aware, as most older people are, of financial interests which might tie you to parties or programs. You have formed a habit in school of trying to be scientific and rational. It has been your custom to seek impartial evidence in the case of disputed questions. This gives you a tremendous advantage in looking for political or economic truth. You are less likely than others to be deflected in your search. Given the same set of facts that your prejudice bound elders possess, you are more likely to come to sane and rational and independent conclusions.

You have another advantage. You have a young and inquiring mind. You are as able as people twice your years to obtain information and to use it intelligently. All that you lack is experience, and you may obtain it as you go along. There is nothing to prevent you from amassing information about some specific problem, so much information that you will be something of an authority in your community. In the settlement of that problem, you may have a real influence and you may have it quickly. At the same time that you are becoming a specialist with respect to some chosen issue, you may keep yourself reasonably well informed concerning a wide range of important questions. If you do that, you will soon be standing out in the front ranks, for, unfortunately, most people do not give much time to the search for truth and fact. The individual who is really well informed and whose judgments are based upon the best available evidence, independent of preconceived notions, is a rarity.—(Editorial In *American Observer* for May 16, 1938.)”

#### 4. WEDNESDAY, NOVEMBER 9, 1938

##### TOPIC—ATTAINING VALUES AND STANDARDS

Teachers, pupils and parents should be cognizant of the factors that contribute to the attainment of values and standards. Teachers should realize that all pupils are not alike; that one may excel in a certain phase of work, another in another, and so on. Parents and teachers should discuss the special aptitudes, abilities and dislikes of individual pupils. All should understand that the school, home and church should contribute to the physical health; intelligence; thrift; vocational, avocational and political knowledge; and the social and ethical character of the child.

Parents should expect more of the school than a mere imparting to their children of academic knowledge, and should judge the school's success by the degree to which it develops the **whole** child.

The school should be a democracy, appreciative of individual effort, respectful of individual rights and social order.

The following three articles are suggestive and informative:

##### “STANDARDS AND VALUES

Angelo Patri

Principal, Public School No. 45, New York, N. Y.

‘As he thinketh in his heart, so is he’, is a fact of life often overlooked with unfortunate results in our educational institutions. An intelligent pupil can master the facts in a term's work in a few weeks. Such learning is secondary to the manner of the learning, to the mental

attitude of pupils and teachers as they live together thruout the school year. Too often learning of facts and the rating that symbolizes the learning, is regarded as of first importance. The important thinking that the school is intended to foster goes wrong at the start. The mastery of the facts of the Course of Study is first; the influence of the teacher in teaching these facts, his personal influence upon the character of his pupils come a long way after class averages in the Regent's examinations.

Does that shock you? It ought to, but I doubt it, because long familiarity with the condition has accustomed you to it. Consider the usual class. No matter how well graded it may be, there is always a group who, for one cause or another, cannot keep up to the standard set by the supervisors. 'Row six is 'way behind. If we can't find some way to bring them up before test day, they will certainly fail.' And they do. Now what happens? Something like this in a note from the office:

'I am greatly disappointed in the showing your class made in the test. The average is six-point-two below standard. Try to raise it by the end of the month. This month's rating is unsatisfactory'. Not a word of appreciation of the number of children who passed with high ratings. They are taken for granted. The teacher who worked hard to get the children to grow thru thoro work, earnest application, and a standard of workmanship, is told her work is unsatisfactory because the class average is not up to a standard set by someone who has rarely seen the inside of the classroom, if ever. What effect does that have?

The teacher learns that what counts first, last, always, is the average her class gets. Marks come first. His own rating and consequently his salary and promotion depend upon just that. There is no place anywhere for the leisurely communion of mind that is the best expression of the teaching art. There is no room for the slow thinking child, the halting failing child. These are made to feel unwelcome. They are gotten out of the way, if possible, so they will not pull down the average. The bright, strong, fast moving children are made to feel successful, worthy, honorable candidates for community approval. Their standards are high marks, high places, gotten by hook or by crook, as long as they are gotten.

'Oh, but there must be no cheating. Cheating is unthinkable. Our standards do not permit it.' No? Maybe they create it? Is it foursquare to stop lessons and drill endlessly for examinations? To read questions with suggestive inflections? To tell a child he need not come home with a mark lower than a hundred? To make a child who fails in a test feel disgraced for life, a blot on the family honor? The whole community is concerned with these standards and values. Home and school alike foster right thinking or wrong thinking, according to the emphasis they put on school marks.

It seems to me that if we are sincere about our desire to teach for character growth, rather than for information measured in terms of percents and averages, we would find a way to praise justly all who work honestly. The teacher who develops what powers his pupils have to a higher degree of usefulness, who stimulates the slow one, encourages the dull one, guides and directs the gifted one, so that all do well, is successful. Every pupil who works to the extent of his ability is successful. Even the one who gets zero, if zero is the best he can do, is successful by the grace of effort. Effort is the power underlying all growth, and beneath effort, sustaining it so that it achieves miracles, is the deep wish, the purpose of the individual to be and to do well. Given the wish, the will, and the work, the effort must come, and the result as surely must follow.

The teacher's art consists in reaching the deep wish of the pupil, in harnessing it to the will, in adjusting the work to the power of the individual as shown in his wish and will. This is the work of the creative artist, one dealing with infinite power, deep hidden in the human



soul. It is the work of the teacher and it is not to be measured in terms of averages. It can only be estimated by the behavior of the generation of pupils who have passed under his influence.

Nobody will deny the truth of this statement but how many will put it into practice? How many teachers are free to work on so broad a scheme? How many schools are equipped and staffed to allow for the development of the individual child's soul thru school experiences? How many parents are prepared to discount marks and give full credit to the slow, secret growth of a mind, a soul? How many citizens of the community put spiritual values of honor, courage, endurance, thoroughness and honesty before material success? How many among us would take the 'gaud and let the honor go'?

The school is but the extension of the life of the community. The teacher is the servant of the people. The children are the result of the community's thinking. Whatsoever values we choose the children must accept. It is a matter for public conscience to consider gravely this day."

### "FORMING GOOD HABITS AND ATTITUDES

Sarah L. Young

Principal, Parker School, Oakland, California

The constantly changing social conditions of the present day demand continuous appraisal and revision of our educational objectives. The task of the elementary schools is to regard each pupil as an individual, an individual whose growth is no longer measured merely by his achievement in subject matter skills, but an individual who shows a continuous social, physical, intellectual, and emotional growth. Facts may be forgotten and skills lost, but habits and attitudes are lifelong possessions.

When a child enters school, he is an individualist. He is rarely very far along in his social development. He has a feeling of affection for his parents, brothers and sisters, but, on the whole, he is wrapped up in himself. Even the first day of school is a great disappointment. How often a little child has gone home and cried—"I don't want to go back to school. The teacher didn't show me how to read."

Thru careful guidance the child must learn to cooperate with others, to take his turn, and to find and organize materials. In short, he must learn to carry on activities that are part of life, so that gradually he may get a perspective of the life about him.

Certain social habits as promptness, orderliness, obedience, self-control, truthfulness, perseverance, keeping a promise, respect for property, economy in using materials, consideration of companions and accepting responsibility, are developed in the everyday classroom routine. No longer is an attempt made to develop these habits and attitudes in the abstract. They are discussed as new situations arise. Promptness is encouraged and tardiness reduced on the child's part by starting earlier, by dressing quickly, or by breaking habits of loitering on the way to school. Respect for property develops when school property becomes something which belongs to the pupils and is cared for by them.

The part which the school may play in the health of children is greater than we realize. The question of the child's responsibility in building up health habits and attitudes, and in controlling certain factors is of educational significance. An adequate and comprehensive school program includes, not only service for protection against contagion and for the discovery of defects, but also a program of instruction and physical activity, which will develop an improved physical condition. Such a program must furnish information concerning the maintenance of health and promote habits which will build for health.

A child who is handicapped from physical or sensory defects, so

that he cannot compete in normal play with his classmates, is liable to develop undesirable attitudes of behavior in order to bring attention to himself. Thus serious maladjustments are formed.

Instead of drawing pictures of the health fairy who lived in the castle Good Health, pupils now learn to cover their mouths when coughing, to draw the window shade or change seats in order to avoid a glare, and above all, never to play after school with a pupil who is home because of illness.

'Ram it in  
Cram it in  
Children's heads are hollow,  
Slam it in  
Jam it in  
Still there's more to follow.'

This was a ditty sung many years ago—and its meaning in truth was practiced to a high degree. In the old time school great emphasis was placed upon the teaching of reading, writing, spelling, and arithmetic. The school of the present day places emphasis on these subjects also, since a child must acquire mastery of these tools as a foundation in his academic work. At the same time social studies, natural science, literature, music, art, and physical education are added to the curriculum. The lecture form of recitation is replaced by active participation of the pupils. The question and answer recitation is replaced by a class organization in which each child is interested and occupied in activities suited to his age and ability. Under the guidance of the teacher specific intellectual habits and attitudes as fair-mindedness, analyzing, and judging standards of work are closely associated with the situations in which they can be practiced. Situations arise in which the child must realize the necessity to organize and express his ideas so that the other members of the group may understand.

A love of good reading is engendered, athletics encouraged, interest in the great outdoors developed, knowledge of the community obtained thru excursions, interest in animals increased, love of good music and enjoyment in real art cultivated. With this background, the growing child will be able to make better use of leisure time—an increasingly difficult problem to solve.

Life is a cooperative project. Children should be helped to think in terms of each other, to plan together, to give and take, to cooperate. A group of boys have their difficulties playing ball. They show the need for constant intelligent practice under sympathetic guidance. Participation in the game creates a value of social consciousness and of social responsibility. It is a valuable agency in developing initiative, personality, and individuality.

Failure in school sends pupils out into life with a tendency to fail rather than equipped with the capacity to succeed. The report cards of the past have done much to create failures. At the present time report cards are to an increasingly extent marked in terms of the child's abilities so that he competes only with himself.

Clubs, school trips, excursions, dramatics, athletics, and auditorium activities furnish many situations which are met in life. In carrying on the work of such organizations, opportunities are presented for the pupils to make decisions under the guidance of the teacher. Thus they learn how to adjust themselves thru activities in which they will participate when they become adults. Such experiences, if properly handled, develop attitudes of open-mindedness and tolerance.

Finally, the formation of healthy attitudes toward life and constant capacity for appreciating goodness and high thinking are the real fundamentals which we wish a child to carry away from his years at school."

## "QUOTATIONS ON HABITS AND ATTITUDES

Any conditions that compel the teacher to note of failures rather than of healthy growth give false standards and result in distortion and perversion.—John Dewey.

Efficiency in study and work depends in large part upon the extent to which an individual has become habituated in certain relatively simple and specific methods of using time, dealing with reading assignments, taking notes, and attacking a problem. A teacher can make a large contribution to a pupil's welfare by habituating him in such procedures.—S. L. Pressey.

The difference between failure and success is doing a thing nearly right and doing it exactly right.—Edward C. Simmons.

The simple virtues of willingness, readiness, alertness, and courtesy will carry a young man farther than mere smartness.—Henry P. Davison.

The ideal society would enable every man and woman to develop along their individual lines, and not attempt to force all into one mould, however admirable.—J. B. S. Haldane.

The more we do, the more we can do; the more busy we are, the more leisure we have.—William Hazlitt.

A man who gives his children habits of industry provides for them better than by giving them a fortune.—Richard Whately.

Habit is either the best of servants, or the worst of masters.—Emmons.

When we have practiced good actions awhile, they become easy; when they are easy, we take pleasure in them; when they please us, we do them frequently; and then, by frequency of act, they grow into a habit.—John Tillotson.

Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character, and you reap a destiny.—G. D. Boardman.

The best thing to give to your mother is conduct that will make her proud of you.—Arthur Balfour.

I find the great thing in this world is not so much where we stand as in what direction we are moving.—Oliver Wendell Holmes.

So much is a man worth as he esteems himself.—Francois Rabelais.  
They can because they think they can.—Virgil."

### 5. THURSDAY, NOVEMBER 10, 1938

#### TOPIC—ACCEPTING NEW CIVIC RESPONSIBILITIES

Rather generally, people are anxious to assume responsibilities, if carefully delegated to them. Home, church, school and community responsibilities placed with children hold their interest in the work of those institutions. They help them understand the interdependence of people in a society and to appreciate the necessity of cooperation.

Ultimately, each person must assume responsibilities for himself. If the school does its duty, the assumption of responsibilities in adult life will not be foreign to the individual.

The two articles below deal with the responsibility of the school group in civic life.

## "ACCEPTING NEW CIVIC RESPONSIBILITIES

Paul R. Hanna

Stanford University, California

Civic responsibilities are constantly changing. The pioneer of colonial days felt certain responsibilities toward his neighbors. These responsibilities were determined by conditions of life at that time. We today have definite but different social and civic responsibilities toward one another. As 'the old order changeth,' so must we change the ways we think and act toward our fellowmen. Each new age brings with it new civic responsibilities. With these changes, the school must be concerned.

What were typical civic and social responsibilities of pioneer days? Citizens banded together to protect themselves against attack from without. Each man of the frontier community held himself ready with his gun and with his life to cooperate with neighbors in warding off the intruders. These ancestors of ours gave of their time and their personal possessions to others in the community during a time of crisis; when a fire wiped out the buildings and tools of a neighbor, the whole community united in an effort to replace them; or, when a misfortune ruined the crops, the neighbors shared and collectively tightened up their belts in order that none should fare much worse than the rest. Civic obligations were acknowledged wherever the welfare of individuals or groups in the community was in need of collective neighborly action.

In this frontier community, children and youth carried their full share of such neighborliness. As a youth worked with adults in this close and intimate manner on community tasks, he learned that no one could exist without those acts which are performed for him thruout life by his social group, that life is freer and more abundant to the degree that people collectively thru civic means provide for innumerable goods and services which individuals could not provide for themselves alone, and that sharing with the group in worthy enterprise can bring some of life's richest satisfactions. Youth learned these lessons from life rather than the school.

How have conditions of life changed since pioneer days? What new ways of fulfilling civic responsibilities are evident? Today we turn the problem of protection over to the police and military forces especially trained and empowered with obligations to see that no intruder disturbs the peace. We no longer rely upon neighborliness to cure our community diseases. A group of specialists (the public health authorities) thru their knowledge of scientific medicine are given much responsibility for keeping us well. We no longer take out of our cupboards the food with which to feed at our individual back door ten million unemployed who suffer from the modern crisis. We carry out neighborly or civic responsibility to our unemployed fellow citizens by establishing welfare agencies and public works projects to handle these individually baffling problems.

If we look for a cause of these new ways of living we clearly find the answer in the recent development of science. Rapid transportation contributes to widespread disease; substitution of mechanical power and automatic machinery for man power, without corresponding changes in economic institutions, causes vast unemployment; or modern power machinery in the fields and forests results in rapid water and wind erosion of the soil. New conditions, caused by the introduction of science, demand new civic and social responsibilities of our people.

How are these new civic and social responsibilities to be met? Most of the civic responsibilities of frontier life were informally and personally fulfilled. Today the problems of unemployment, rapid depletion of natural resources, increased crime rate, and a host of similar problems accentuated by modern science cannot be solved in the direct and informal manner of yesterday; these new problems are too complex, too

vast, too far removed from personal control. We have no other recourse than to establish agencies and assign to them the responsibility of representing our common interests in regulating and improving our shared life.

In an increasing number of areas, the modern community improves life by democratically creating agencies of experts to carry out those processes which can be done more effectively by the specialist. School teachers, firemen, public health workers, conservation engineers, mail carriers, judges, road commissioners, county agricultural agents, and hundreds of other civil servants attest to the validity of this newer method of carrying out our civic responsibilities.

What part can our children and youth play in this new impersonal and indirect manner of providing for community welfare? Certainly there is not today the necessity or the opportunity that existed on the frontier for youth to work side by side with his elders on socially useful tasks. Where does he master those essential lessons of civic responsibility once learned directly from life? There is very little opportunity anywhere, unless it be provided in the modern school. Here we find a crucial demand that our new civilization makes on the schools.

Modern schools are conscious of these new demands and are experimenting with new types of pupil learnings to prepare youth for these basic civic responsibilities. Courses of study today are organized around the economic, social, and political problems which arise out of the widespread use of new inventions. Problems of unemployment, old age security, freedom of speech, agricultural prices, group health—these and hundreds of perplexing problems (demanding new civic attitudes and knowledge) have become the 'stuff of education' in our schools.

Schools must show the new conditions created by science which make pioneer ways of carrying on human affairs inadequate today. The schools must guide youth to an appreciation of democracy as the means by which all of us as neighbors in a state and national community cooperatively decide what functions shall be assigned to the expert and how well he shall carry them out. No learning is more important than this to counteract the tendency in these days to return to authority and dictatorship.

The problem of new civic responsibilities is a challenge to our public schools. Parents and teachers have a great opportunity to equip our children and youth with those understandings and attitudes which are essential to bring about in the years ahead a world of relative peace and plenty."

## "RESPONSIBILITY AND THE SCHOOL GROUP

Sidonie Matsner Gruenberg

Director, Child Study Association of America, New York, N. Y.

Because there is so much overlapping of educational services, it is necessary to recognize and accept the distinct functions of the home and of the school. What is the school's business? What the home's? Where do they overlap?

The modification of the home as an institution which has come with our whole social and economic development has brought us many gains and also many losses. We cannot hope to retrieve the latter by reversing the currents of life. We can hope, however, to find valuable compensations and substitutes among the many new resources placed at our disposal by modern life.

Perhaps the greatest and most effective of these resources is the school. Especially, it seems to me, the child's early school experiences are, in many ways, a substitute and perhaps also a compensation for the benefits of the larger families of an earlier day. Today, with our spaced families, every child is, in a sense, an only child, working and playing

in a world of his own. If he has a brother or sister, they are usually enough older or younger to have a different routine and time schedule, different play needs and interests. There are usually not even cousins of the same age who live within playing distance; and in the city apartment there are often not even neighbors accessible for playing.

We see, for example, the four-year-old either an 'only' child or else with an older sister who is already off to school. He eats alone, in state, completely surrounded by a mother or nurse, intent on having him consume the required alphabetical vitamins. If he refuses, or fusses, the conflict is dramatic; he knows he can stir up the anxiety of all the adults present, and focus their concern upon himself. He holds the center of the stage.

At school the child finds a different type of concern. There is a teacher who is concerned about him, yes—but who is concerned also about a great many other children with an equal claim on her attention. Illustrative of the difference is the instance of a mother who, learning that her seven-year-old's class were to go on their first 'trip' from school, came to the teacher that morning with the urgent plea that she 'promise to hold Johnny's hand all the way—he's so likely to be wild.' Suppose the teacher had to hold the hand of each of her charges thruout the entire trip!

School offers the child a situation in which the companionship of other children of his own age is implicit—they are not visitors or guests, but children on his own level of importance, with whom he learns to share the attention of the adult, to share the work and play equipment that is available and to acquire the rudimentary give and take of social relationships with his peers. School provides also the opportunity for the child to take his place as one of a group, to share its undertakings as well as its privileges. The wise teacher can help him, not only to make his own contributions to the group, but to accept his own limitations as well as to enjoy his own achievements.

Furthermore, it is at school that the young child can learn to take responsibilities according to his age and abilities. As the modern home is organized it offers little opportunity to the young child to share in any of the real responsibilities of living. In an earlier generation the home was a fairly compact unit that could stand pretty well by itself. In spite of a considerable division of labor, the males and the females of this unit worked side by side, as did also old and young. This meant that children, by taking part in the life of the community as a matter of routine, were getting their education day by day, as they were getting their play, or food, or sleep. That is to say, there was no sharp separation between the living of the community as carried on by men and women, and the preparation for living, as carried on by children, except as life is actually developmental and divides itself into those portions carried and managed by adults, and those enjoyed and handled by children.

These functions of the group are no longer to be found in home and family life. Today it is the school which must provide the group learnings, group pressure, group examples, and group experience from which the child will derive the technics of living in the larger community.

The fact that school and home perform different educational tasks sometimes causes confusion because many of us feel that we must decide which is more important, which should have the final word. But that is not necessary. Both are today essential for the welfare of the child; each has a distinct function. It is necessary that we recognize and harmonize their distinctive contributions. The question is, how can each be made to yield its utmost for the child's well-being?

There is needed a mutual appreciation between parents and teachers of the part each plays in the child's education. The teacher must have some sympathetic insight into what is happening in various homes, and what effect these happenings may have upon the individual children who

come to her from those homes. This does not mean that each teacher must visit the home of each of her pupils. That is increasingly impossible, even if any teacher had the desire to devote all her 'free' time to so worthy an undertaking. It does mean, however, that she must make deliberate efforts to know the parents of her pupils.

On the other hand, it is equally essential for parents to understand the broadening purposes and contributions of the school, as well as the special difficulties of handling many children at one time. While most teachers cannot visit every home, parents can usually become acquainted with their child's school. Both parents and teachers must realize that in all home-school conflicts the child himself is the greatest loser. An appreciation of the school should help parents recognize that the teacher is not trying to usurp their place in the child's life but, under favorable conditions, is in a position to supplement and enrich the outlook of both parents and children. The parent and the teacher have definite and exacting jobs. Neither can work for the best adjustment of the individual child without wholehearted mutual cooperation."

## 6. FRIDAY, NOVEMBER 11, 1938

### TOPIC—HOLDING FAST TO OUR IDEALS OF FREEDOM

Great Americans have always struggled for freedom—Freedom of Worship, Freedom of the Press, Free Assembly and Freedom of Speech, Suffrage, etc.

Certainly the school is an appropriate institution for instilling in pupils desirable ideals of freedom. Selfishness under the pretense of freedom should be avoided.

The following two articles discuss this question briefly.

#### "DEVELOPING INDEPENDENCE OF THOUGHT AND ACTION

Upon American school children of this generation will fall within only a few years the responsibility of upholding the special ideal of life that was the foundation upon which our Republic was built. That ideal has two names, Liberty and Freedom.

We go to school to fit ourselves to be free to exercise and enjoy the privileges of individual liberty. Our schooling, if we use it well, should and does fit us to preserve the national ideal of American Freedom. America cannot be the Land of the Free unless it remains the land of individual liberty, and that depends inevitably upon the children of today.

In the world now move great forces that threaten individual liberty, and these children of today will not live in a free country unless they make and keep it so by well preparing themselves to prove their right to that liberty.—Booth Tarkington."

#### "HOW THE ELEMENTARY SCHOOL HELPS TO PREPARE FOR INDEPENDENT THINKING AND FOR INDEPENDENT RESPONSIBLE ACTION

Aaron Kline

Principal, Pullman School, Chicago, Illinois

Democracy as a form of government is fast disappearing from the Eastern Hemisphere. Will it continue in the Western Hemisphere? This is a question that is honestly being asked by many who believe it

better than any other form of government yet devised. We citizens of the United States are vitally concerned because democracy to us is more than merely a form of government; it is a way of living; it means freedom of thought and of speech and of action.

The passing of the land frontier in the United States at the same time that the machine has become such a vital part of our way of living has created problems that have so far baffled our democratic leaders.

If we are to keep our democratic way of life, all of our people must understand our ideals of freedom. All must be trained to think thru the propaganda of organized and of subsidized groups. Everyone must be trained to the limit of his ability to seek and find the facts in every situation and to plan independent action on the basis of his knowledge of the facts. Everyone must be trained to cooperate with the group that seems to him to be best for himself and for his country; each must be taught the necessity of compromise in order that the group interest may be served; and finally, each must be taught to submit for the time at least to the majority opinion. These are the essential and fundamental elements of our democratic way of life.

In the face of these generally accepted facts the problem of training our American Youth becomes a basic problem for the preservation of our ideals of freedom.

It is still more of a basic problem if we consider that we not only want them to present our ideals of freedom but also to constantly adjust them to make them function in the solution of life's problems as they arise.

To the school, the home, and the church, falls the major part of the task of giving our American youth an understanding of the democratic way of life and of teaching them to use that way of life in meeting all their political, economic, group, and personal problems.

The church so far has failed to touch the life of a large number of the American youth. The home in many cases is broken by death, desertion, or divorce, and thus fails in its part of the job. In other cases, the home fails because of incompetence of the parents.

The school alone of the three institutions must accept the job of training every child to understand this democratic way of living. This the public elementary school is now attempting to do.

The first essential in this preparation is the ability to read. The elementary schools all over the nation have awakened to the fact that their first and most fundamental task is to teach every child to read and understand the American language. They are conscious of the fact that to date they have failed with too many individuals. They have, however, attacked the problem with renewed energy and with a determination that assures success.

The second essential is that every child be given the fundamentals of number relations. He must be taught the four fundamental processes: addition, subtraction, multiplication, and division, and how to use them in our daily living. He must be taught to judge distance, space, and speed. His life will often depend on this judgment.

Third, every child must be made capable of expressing his own thinking in common American English, both orally and in writing. Of course, the school must first be sure that each child has a chance to express his thoughts, however crude, on the events and policies of his school life. This again the elementary school is doing with a remarkable degree of success.

These three essentials are the three R's. Altho fundamental, they are not enough to prepare the American youth for life in a democracy. Ability to read and understand unlocks the great storehouse of human wisdom, history, and literary beauty preserved on the printed page. These are used by the elementary school, not only to give the child a



fund of information, but also the method and habit of study. This ability is essential in finding the facts necessary to think independently.

Second, the elementary school everywhere has organized what is called a socializing program. This program consists of assemblies, student councils, student participation in school management, committee work in class and assembly, discussion in class and original work in clubs, etc. By this work children learn to respect their own ability and opinions. They assume responsibility and develop initiative. They take part in the life of the school. Glee clubs, art clubs, hobby clubs, dramatic experience, committee work, etc., are kinds of projects in which they will be asked to participate in adult life. Their discussion groups, newspapers, school participation activities, and clubs prepare them to continue in adult life the same democratic activities.

Third, the elementary schools are rapidly developing a guidance program that functions. If every child is to have a chance to develop to the maximum of his ability, he must have a teacher who has time to listen to his problems; to help him over his discouragements; to give individual help while and where needed, in his regular school work; to understand his emotional disturbances and help him to achieve self-control.

Finally, the American elementary school is now conscious that it must know the home life of the children it tries to help. It must keep a cumulative record on each child. It must have the cooperation of the parents and guardians preferably thru a parent-teacher association. The school and home must work together to permit the child to live a natural simple life and to assume a responsible part in the life he is living.

The American elementary school is the most vital force in American life in preparing the American people for independent responsible action. Thru school life as it is being lived in our best schools, we can be certain of the best preparation to preserve our ideals of democratic freedom."

## 7. SATURDAY, NOVEMBER 12, 1938

### TOPIC—GAINING SECURITY FOR ALL

More and more we come to realize that an education is not merely an asset to one's emotional and mental happiness, (important as are these aspects of one's life) but that an education is fast becoming a prerequisite to entrance into positions which enable the individual to attain financial security. Employers are requiring that those who enter their employ must have completed certain educational requirements. The school is the doorway to happiness and security.

#### "GAINING SECURITY FOR ALL

David Cushman Coyle

Engineer and Author, New York and Washington

Two hundred years ago most of the people in America were farmers and they looked for their security to the land itself. They raised several kinds of crops, they had animals to give them wool and leather as well as food. They cut their firewood on their own land. There were not many things that they had to buy at the store. Sometimes the crops failed or the Indians attacked them. Then all the people of the settlement had to stand together and help one another. But, usually, each family was able to provide for itself.

The farmer and his wife stored up food at each harvest. They added to their property by making furniture and cloth, buildings and tools for their own use. They did not worry much about what we now call 'hard times', because they were not trying to sell these things to other people so as to get money to live on. They were their own producers and their own customers.

When these farmers grew old, their children took over the work of running the farm. The old folks sat in the chimney corner, or did the chores that were still within their strength. They felt secure in their old age, because their farm went on in the family, and they had a place there as long as they lived. The few who lost their farms and had no family to support them were taken care of in the poorhouse at the expense of the more fortunate members of the community.

In those simple days, the schools had not much to do except to teach a little reading, writing, and arithmetic. Most of the vocational training that the boys and girls had to have was learned in doing the chores on the farm. Their education made them secure, because even if their farm was washed away they could go West, take up new land, and make a living out of their own investment of knowledge and skill.

Today, most of the old self-contained farming life has disappeared from America. The vast majority of people live either by working for wages or by farming for money. Even the farmers usually grow one or two crops and sell them to buy food and clothes. So in these days almost everyone lives by money instead of living by the things he has made for himself. This has changed the way in which we look for security.

Instead of saving corn and salt meat and piles of linen, we save money, so that if we lose our job or are sick or grow old, we can have that money to live on. Those who are unlucky and lose their money, or who have never been able to save any, have to be taken care of in misfortune by the community.

The trouble with saving money to give us security is that not very many people can do it. Think what would happen if every grown person in this country should save ten thousand dollars. There are seventy million grown people, so that would be a total of 700 billion dollars. When people save money, they do not usually put it away in a sock. We could not put 700 billion dollars in the sock, because there is only about 30 billion dollars in circulation. Instead, we put it in the savings Bank or in a life insurance company, or buy some kind of investment. We lend the money, and it goes back into circulation, but whoever borrows it is, of course, in debt until he pays it back. But how could we lend 700 billion dollars? All the debts in the country are less than half as much as that. The fact is, that when we all try to lend money the debts grow so big that the borrowers can never pay them, and we have a panic, as we did in 1929.

It is, therefore, impossible to gain security for all by teaching everyone to save money. It is good for everyone to have a little money saved up for a rainy day; but we cannot all save enough to keep us in old age without destroying prosperity and having to spend it to live on while we are out of a job.

This is the reason that we have to use other ways to make ourselves as secure as possible. There are two principal ways to add to our security without saving too much money—public insurance and education.

We are beginning to develop a system of public insurance against unemployment, sickness, and old age. Old age is the most important, because it takes the most money. We shall have a system that will give us protection in old age by giving everybody an old age pension large enough to keep the wolf from the door. Instead of each person saving for his own old age, everyone will pay his premium each year, and the money will go direct to the old folks. We do not have this

system yet, but we are working toward it. When it is worked out, we can have a modest security in old age by paying for other people's security while we are young. This will not require building up 700 billion dollars of debt, or any debt at all, for that matter. It is what is called sharing the risk, and is like the way the colonial farmers shared together in matters that they could not handle each for himself.

In education we now have to give the children most of their training in school because they do not get it at home. Children need to learn how to keep physically strong so as not to be struck down by disease. They also need to learn the skills and virtues that make it easier to get a new job when the old one disappears. These arts can be taught in connection with almost any subject, and are most important for personal security.

First, the child needs to know how to read easily and understand afterwards what was in the book. This ability is not very common, but it is important in getting a job.

Second, the child needs to know how to write or speak so as to give a clear idea of what he is trying to say. This again is somewhat rare but also extremely useful.

Third, the child needs to know how to be accurate and not make costly blunders. Employers like to raise the pay of employees who never make bad mistakes.

By giving children these useful skills, the schools can give them a form of property that will pay dividends thruout life and will be a good base to stand on in time of storm.

(This article was prepared by the author especially for this American Education Week folder. It is included in this general folder since no special folder was prepared on the Saturday topic for American Education Week, 'Gaining Security For All.' Use it in any way to strengthen your observance.)

## Chapter IV

### FACTS ABOUT KENTUCKY'S PUBLIC SCHOOL SYSTEM

#### KENTUCKY'S FIRST SCHOOL

The first school established in Kentucky was a private school, established at Ft. Harrod, now Harrodsburg, in 1774, by Mrs. William Coomes from Maryland.

#### ONE HUNDRED YEARS OLD

Kentucky's Public School System was established in 1838, one hundred years ago.

#### FIRST STATE SUPERINTENDENT

Reverend J. J. Bullock was the first Superintendent of Public Instruction in Kentucky. Honorable H. W. Peters is the twenty-fifth Superintendent of Public Instruction.

#### NUMBER OF SCHOOL DISTRICTS

There are now 264 school districts in Kentucky—120 county school districts, and 144 independent school districts.

#### LOCAL BOARDS OF EDUCATION

Each school district has a board of education consisting of five members. (Except in a few instances, where the number of persons on the county board of education has been increased temporarily by merger of an independent school district with the county school district.)

Members of local boards of education are chosen at large by vote of the people in their respective school districts.

#### STATE BOARD OF EDUCATION

There is a State Board of Education composed of the Superintendent of Public Instruction, Chairman, and seven other members appointed by the Governor of the Commonwealth of Kentucky. They may be removed at his pleasure.

#### SUBDISTRICTS

A subdistrict is a division (attendance area) within a local school district.

#### SUBDISTRICTS DISCONTINUED

Approximately 45 counties have discontinued subdistricts.

#### NUMBER ONE-TEACHER SCHOOLS

There were approximately 4,600 one-teacher schools in Kentucky last year

#### NUMBER HIGH SCHOOLS

There were 808 high schools in Kentucky last year. Of these, 76 were private or parochial; 652 were public white; and 80 were public colored high schools.

#### NUMBER SCHOOL DISTRICTS WITH TERMS OF NINE MONTHS

For the school year 1938-39, 148 school districts in Kentucky have a term of nine months for both the elementary and high school pupils.

## NUMBER EMPLOYEES IN STATE DEPARTMENT OF EDUCATION

There are approximately forty-eight employees in the State Department of Education.

## PRIVATE SENIOR COLLEGES ACCREDITED SA

There are eight private senior colleges for white persons in Kentucky, accredited by the Southern Association of Colleges and Secondary Schools.

## PUBLIC SENIOR COLLEGES ACCREDITED SA

There are four state teachers colleges, the University of Kentucky, and a municipal college in Kentucky for white persons, and a state and a municipal college for colored persons, accredited by the Southern Association of Colleges and Secondary Schools.

## PRIVATE JUNIOR COLLEGES ACCREDITED SA

There are seven private junior colleges for white persons in Kentucky, accredited by the Southern Association of Colleges and Secondary Schools.

## SCHOOL CENSUS

The school census in Kentucky, June 30, 1938, was 735,320 white, and 56,759 colored.

## ENROLLMENT IN PUBLIC SCHOOLS

The enrollment in public schools in Kentucky last year was:

White elementary—442,803; Colored elementary—32,895; total elementary—475,698;

White High School—109,558; Colored High School—8,742; total High School—118,300.

Total enrollment in all public schools—593,998.

This does not include enrollment in private and parochial schools.

## DISPARITY IN SCHOOL SUPPORT

In the school year 1934-1935, there were two school districts in Kentucky that spent less than \$15 (fifteen dollars) for the education of each pupil, while there were two districts that spent more than \$95 (ninety-five dollars) per pupil.

## GROWTH IN STATE SUPPORT

There has been a gradual growth in the per cent of total school expenditures contributed by the state government, and a decrease in the per cent of the total contributed by local school districts.

## DISPARITY IN WEALTH BEHIND SCHOOL CHILD

The value of property subject to taxation for school purposes in different school districts ranges from less than \$300 per census child to more than \$11,000 per census child.

## DISPARITY IN SCHOOL TRANSPORTATION

The per cent of the total white school enrollment transported in county school districts ranges from less than one per cent in some counties to more than seventy-five per cent in other counties.

## VARIATION IN COST OF TRANSPORTATION

The annual per pupil cost of transportation in county school districts ranges from less than \$7 in some counties to more than \$60 in other counties (for the school year 1934-1935).

## KENTUCKY'S RANKING

Evaluated on eleven criteria in 1934, Kentucky ranked forty-fourth edu-

cationally among the forty-eight states. These criteria and Kentucky's rank by each are as follows:

Criteria	Kentucky Ranks
Length of school term .....	42nd
Per cent of population enrolled .....	16th
Per cent of school population enrolled .....	28.5th
Per cent in Average Daily Attendance .....	45th
Per cent High School enrollment is of total enrollment.....	41st
Per cent of High School enrollment graduating.....	35th
Per cent of population illiterate .....	35th
Per cent of illiteracy eliminated .....	35th
Expenditure per capita of population .....	43rd
Expenditure per pupil in Average Daily Attendance.....	42nd
Expenditure per \$1,000 of wealth .....	23rd

#### EXPENDED FOR COMMON SCHOOLS

The total amount spent annually for common schools in Kentucky is approximately twenty-three million dollars (\$23,000,000.00).

Nine million six hundred thousand dollars (\$9,600,000.00) was appropriated by the General Assembly for the Common Schools for this school year (1938-39). The remainder for school expenditures is raised by local taxation.

#### STATE PER CAPITA

Nine million six hundred thousand dollars (\$9,600,000.00), based on our school census, amounts to a per capita for the common schools this year of \$12.12.

#### ONE-ROOM SCHOOLS ENROLL 45% OF COUNTIES' ELEMENTARY PUPILS

Slightly less than 45% of the elementary pupils in the county school districts in Kentucky are enrolled in one-teacher schools while approximately 30% of them are enrolled in schools with four or more teachers.

#### 80,000 CHILDREN TRANSPORTED DAILY

Approximately 80,000 children are transported to and from school daily. Ten years ago approximately one-fifth of that number were transported.

#### 144 INDEPENDENT SCHOOL DISTRICTS

In 1930 there were 268 independent school districts. Today there are 144.

#### 80% OF ENROLLMENT IN DAILY ATTENDANCE

In the school year 1934-1935, less than seventy per cent of the enrollment in one-teacher schools in the county school districts were in average daily attendance at those schools, while more than eighty per cent of those enrolled in the four-or-more teacher schools in the county school districts were in average daily attendance.

#### BEST TRAINED TEACHERS IN LARGER SCHOOLS

Generally speaking, Kentucky's best trained teachers are in her largest schools.

#### TEACHER TURNOVER

Teacher turnover is greatest in our smallest schools—the one-teacher schools.

#### KY. RANKS FORTIETH IN SALARY PAID TO TEACHERS

Kentucky ranked fortieth among the states on the average annual salary paid all teachers in 1934.

## NUMBER OF TEACHERS IN KENTUCKY

There are more than 14,000 elementary teachers in Kentucky and approximately 4,500 high school teachers.

## RATIO IN MEMBERSHIP

The ratio of the number of pupils in membership in the first grade in Kentucky schools to the number in membership in the twelfth grade, is approximately 8 to 1. (Eight first graders to one High School senior.)

## PER CENT ENTERING COLLEGE

Approximately thirty per cent of Kentucky's high school graduates go to college.

## FREE TEXTBOOKS

This is the fifth year of free school books in Kentucky.

There are approximately 590,000 pupils in Kentucky using books supplied by the State.

There are approximately 4,750,000 State owned books in the hands of Kentucky's school children today.

The following are the costs of books supplied by the State in the respective grades, freight not included:

1st grade \$ .98; 3rd grade \$3.22; 5th grade \$4.97; 7th grade \$4.53.

2nd grade 1.36; 4th grade 4.06; 6th grade 5.68;

There are 35,000 pupils in elementary organizations using 7th grade books this year. The cost of the above books per pupil was \$4.53.

Six books per pupil have been supplied free to those pupils.

There are 25,000 pupils in junior high schools now being furnished 7th grade books. The cost of these books per pupil was \$4.50. Five books per pupil were furnished to 7th grade pupils in junior high school organizations.

The average life of a free book in grades 1-4 inclusive is about three years

The average life of a free book in grades above four is about four years.

Reports from superintendents clearly indicate that the free textbook movement has been a **vital factor** in increasing attendance and in keeping pupils in school.

The average cost of free books in Kentucky is about 95c per pupil per year.

A number of 8th grade books may be supplied free in 1939.

There are now about twenty states that have free books. No state that has adopted the free textbook plan has reverted to the parent bought plan.

A large number of the superintendents of the State have voiced a desire for free books for grades 9, 10, 11, and 12.

Classroom teachers can best promote free textbooks by care and careful accounting of books entrusted to them.

W. P. A. book projects have done much to aid in various districts by reconditioning otherwise unusable books.

The next textbook adoption must be made before March 1, 1940.

Textbook adoptions are made by a State Textbook Commission consisting of eight members who are appointed by the State Board of Education.

## PUBLIC HIGH SCHOOLS

Ten years ago there were 552 public white high schools, 55 high schools for colored pupils and 88 private high schools, total 695. Last year there were 652 public white high schools, 80 for colored and 76 private; total 808.

Ten years ago there were 46,097 pupils enrolled in public white high schools, 2,664 in public colored high schools, and 7,440 in private high schools; total 56,210. Last year there were 109,587 enrolled in public white high schools, 8,938 in public colored, and 9,610 in the private; total 128,135.

Ten years ago only 68 per cent of the teachers in public white high schools were graduates of standard four-year colleges. Today approximately 98 per cent of the teachers in the public white high schools are college graduates.

Ten years ago 18,364 pupils were enrolled in the 9th grade of the public white high schools and 7,110 in the 12th. Last year there were 26,371 enrolled in the 9th grade and 14,434 in the 12th.

Eleven years ago 37 per cent of the graduates of the public white high schools entered college. Last year approximately 30% of the graduates from public white high schools entered college.

### SCHOOL BUILDINGS IN KENTUCKY

The Federal Government aided in the construction of 641 public school buildings in Kentucky from July 1, 1934, to June 30, 1938.

The total cost of these school buildings was \$15,490,637, of which \$7,739,987 was a direct gift from the Federal Government.

The approximate value of all school property in Kentucky is now slightly more than \$70,000,000.

School buildings totaling more than \$21,000,000 in cost have been constructed in this state in the eight-year period from July 1, 1930, to June 30, 1938.

The average value of school property in the United States is slightly more than \$250 per pupil enrolled.

The average value of school property in Kentucky is slightly more than \$110 per child enrolled.

The State of New York has made the greatest investment in school property of any of the states; the value in this state of school property per pupil enrolled is approximately \$440.

Sections 4421-1 to 4421-19 Ky. Statutes, provide a method for independent district boards of education to finance their share of the cost of school buildings constructed with Federal aid.

Sections 4421-20 to 4421-38 Ky. Statutes, provide a method whereby a county board of education may finance its share of the cost of school buildings with Federal aid.

Other methods of financing needed schoolhouse construction are through direct budgetary appropriation, through the voting of bonds in accordance with Section 4399-47 Ky. Statutes, or through the organization of a private holding company.

Plans and specifications for new school buildings and for additions and alterations to old buildings must be submitted to the Superintendent of Public Instruction for examination and approval before contracts for such improvements may be awarded. (See Section 4384-23 Ky. Statutes.)

Inquiries concerning P. W. A. aid for schoolhouse construction should be addressed to Mr. H. T. Cole, Regional Director P. W. A., 150 Hurt Building, Atlanta, Georgia.

Inquiries concerning W. P. A. aid for schoolhouse construction should be directed to Mr. George H. Goodman, State Administrator W. P. A., Ninth and Broadway, Louisville, Kentucky; or to the Director of the W. P. A. Office, in which the prospective applicant resides.

The P. W. A. makes a direct gift of 45 per cent of the estimated cost of approved school building projects, the remaining 55 per cent of the estimated cost may be provided by the local board of education, and in some instances will be loaned by the P. W. A. at four per cent interest.

The amount of aid available for approved school building projects through the W. P. A. varies according to type of construction, the amount of relief labor available, and with other pertinent conditions. The percentage of the total cost usually provided by the W. P. A. ranges from 40 per cent to 70 per cent.

P. W. A. projects must be built by contract; W. P. A. projects are built by force account.

Plans for one, two, three and four-teacher school buildings may be obtained from the State Department of Education free of cost.



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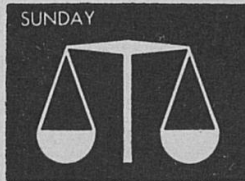
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# AMERICAN EDUCATION WEEK

NOVEMBER 6-12 1938



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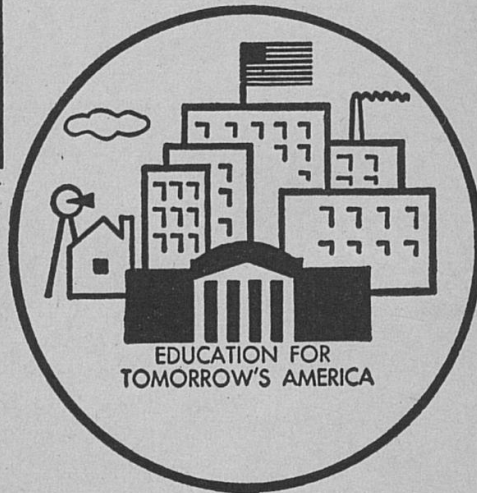


GAINING SECURITY FOR ALL

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HOLDING FAST TO IDEALS OF FREEDOM

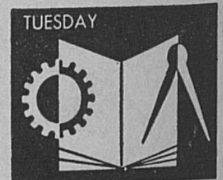


EDUCATION FOR  
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