

# EDUCATION

## A Note on the New Puritanism

By GERTRUDE DIAMANT

*Silhouette, drawn by Kate Wolfe, courtesy Hebrew Sheltering Guardian Society, New York*

**A**MONG its other discoveries in the field of intensive chemistry, our twentieth century has discovered the child. It is true that the earliest researches concerning the child—the layman's name for a very intricate arrangement of protoplasm—were made as far back as the eighteenth century. But it is only within recent years that this branch of science has developed its elaborate paraphernalia of intelligence tests, experimental schools, rural surveys, correlation charts, classification clinics, and pithecanthropoid researches. With the result that, as in all well-bred sciences, the chemical under question has received due analysis into its component instincts, repressions, inhibitions, and what-nots.

It matters little that investigators may quarrel over the presence or absence of some of the elements—instincts, by way of example. Or that, according to the tradition in adolescent sciences, there has been the customary cleavage into schools. The important point is that we actually have this new science in our midst, and that it is something of a bastard in the staid, pure-blooded company of the other sciences. For, dealing with a human and therefore slightly incalculable substance, it is trying to hide the cloven hoof in the most orthodox scientific buskins; and strutting around before a backdrop which is made by putting graphs and charts and Binet tests together in an impressive mosaic.

And the net result is that we realize that the child is not merely a grotesque and diminutive copy of its elders: it is a child, *sui generis*. Granted! Yet where in all the canons of logic does it follow that, because the child is not in all ways exactly like its elders, it is, therefore, something entirely different?

"But you misunderstand," comes by way of protest from one of a group of charming mothers, who, thanks to the "reasonableness" of their experimentally-schooled one-off-spring-each, have never lost their schoolgirl complexions. "While I realize that Bobby is a *child*, I do not say that he cannot reason as a grown-up can. In that respect, we have found that a child does resemble its elders. For instance, if Bobby keeps opening and shutting the ice-box door for no good reason whatsoever, every time we let him come into the kitchen, I appeal to his reasoning ability. I point out to him that ice melts, that. . ."

"But suppose Bobby doesn't care if ice has that limitation? Why shouldn't he open the ice-box door for no good reason whatsoever?"

I am treated to a long look of horror.

"Do you mean, then, that to assert his—how shall I say?—his childhood, Bobby should make a point of approaching the ice-box every day at a given time, and deliberately open and shut the door?"

"No, I waive the ice-box door, since you reduce it to absurdity. It is only a symbol, anyway. Yet isn't it the symbol of all the joyously-unreasonable, wilfully-wicked things that we forbid Bobby to indulge in, simply because he is a child, whose lot is cast in this age of infant philosophers? And isn't it necessary for the welfare of his soul that he should, now and then, be permitted to be wilfully-wicked?"

By this time the clamor is too loud to hear any consecutive statements.

"Pure rhetoric . . . nonsense . . . if *you* had a child . . . who has souls nowadays?"

From which one cold question emerges when the atmosphere is calm again:

"And do you recommend that we actually cultivate this . . . er . . . wilful-wickedness in our children? This unreasonableness, in other words?"

"And why not? Think of all the unreasonable things *you* do, for which no one can criticize you, simply because you are a grown-up."

"Ha . . . unreasonable!"

"Precisely. Is it reasonable to wear sheer stockings in mid-winter, stay out until two at night, and lay a film of powdered talc over a very lovely cheek every few hours?"

"It's reasonable.. for *me*."

"And there's the rub! How do you know that opening the shiny ice-box door for no good reason whatsoever, is not a highly reasonable procedure for Bobby?"

"Why . . . why . . ." It is too obviously ridiculous.

"But I thought," someone interpolates slyly, "that you wanted Bobby to be unreasonable?"

There is a challenging pause.

"Oh well. . . ." Then I have a bright idea. "It is bewildering, I admit. Now wouldn't it be better if we called *all* our behavior unreasonable, and so avoided all confusion?"

"How quaint!" with great irony.

"Now in applying this criterion of reasonableness to your children, aren't you expecting a greater degree of perfectibility in children than any other class of the human race has ever attained, or ever will attain? The child, you



say, is not a grown-up. And with remarkable insight into the one and only way to emphasize the difference, you proceed to insist on the child's perfectibility."

This impressive speech gives them pause. I take advantage of the silence with another flow of verbiage. I adopt the historical method.

Haven't we with us again, I point out, the well-known perfectibility of the human race, making its usual "positively last appearance"? Only this time it has changed its tactics. This disease, which waited formerly to attack the young idea until it was well into its twenties (when immunity could usually be developed), is now making its insidious advances into the very nurseries of our nation. It is undermining the future manhood of both sexes. It is preparing for us a generation of latter-day Puritans, who, having been trained in their angel infancy never to open an ice-box door with malice aforethought, never to tear books, or touch matches with intent to be burned, will grow up into a state of blessed and automatic sainthood, and give the globe-trotting millenium a permanent home in these United States.

Lest this be taken for calamity howling, consider these questions from the circular of a child study association, submitted by the mothers themselves for the experts to ruminate over, and chosen because they have been found to be "most helpful."

1. What shall I do if both my children want the same toy at once?
2. How can I keep my boy from playing with matches?
3. How can I prevent my child from tearing the wall-paper?
4. My boy does not come the moment I call him. Ought I to require him to come at once?

Would it be indecent to counter, for question 1, that

one should take care nowadays not to have two children? And for question 2, would it be too morbidly sensible to advise that the matches be put out of reach? But the answer to question 3 is instructive. Here is the plan of attack:

What, precisely, are the sensations which your child derives from tearing the wall-paper? Does he derive pleasure from the tearing sensation which accompanies the act? Does he take pleasure in the sound of the tearing paper? Would tearing anything else furnish the same satisfaction? Or is he especially interested in tearing the wall-paper? To remedy this, why not give him a box filled with pebbles to play with, or something else that he can tear freely?

It will be seen that the solution lies in the well-known principle of substitution. It is really amazingly simple: The child is to receive all the sensations of tearing the wall-paper through a very simple mechanical toy. The auditory, visual and tactile effects will be the same, but ah!—how innocuous! Yet here an awful doubt arises: What is to be done if, after every solution has been tried, the child still insists on tearing the wall-paper, and nothing else? What if there is a dark, ineradicable, hitherto-unsuspected strain of paranoicism in this particular child? What if—and here one contemplates the awful abysses of human behavior—the pleasure of tearing the wall-paper is the pleasure of tearing the *wall-paper*?

From the brink of the precipice we reel back onto the firm, grateful ground of optimism. How much sweeter to contemplate that world we will live in, when the perfected generation grows up: when all shall prefer chocolate sundaes to cocktails; when little stuffed birds will occupy the trees to be shot at; when there will be lay figures for the urgent sex relations, and pipes for smoking soap bubbles instead of the filthy weed!

## The Freedom of the Campus: An Undergraduate View

By DOUGLASS ORR

THE issues of free speech and the right of assembly have recently put the small, undergraduate Liberal Club of an obscure normal school at West Chester, Pennsylvania, on the front page of the press of the country. The thirty members of the club believe that the dismissal of two popular faculty members was due to their independence of thought and their support of the Liberal Club which accidentally came to the unfavorable notice of the local post of the American Legion, rather than to the stated reason, "faculty reorganization." Following its vigorous protest against the dismissal of Professor Kerlin and Professor Kinneman, the principal, Dr. Andrew Thomas Smith, forbade the Liberal Club to meet. The club refused to accept this ruling, held its usual meeting and made plans for further protest against the ousting of the two teachers. Dr. Smith next tried to censor the campus newspaper, but the student editor ran her own editorial, charging attempted suppression of opinion and tyrannical faculty control. Both the president of the Liberal Club and the editor of the paper expect to be "dismissed" before the close of the school year.

At Denver University the vice-president of the Thinkers' Club organized a debate between a clergyman and Judge Ben B. Lindsey on some phases of modern marriage. Five

masked men kidnapped and flogged this student, and the next day kidnapped him again from the hospital.

Some weeks ago the student editor of a Kansas City, Missouri, Junior College paper was expelled for publishing a letter criticising the school authorities and for printing previously forbidden reviews of *The Professor's House* by Willa Cather, *Ansky's Dybbuk* and *The Silver Stallion* by Cabell. Even the school alumni joined in the campus protest against this action.

At the University of Nebraska the administration "advised" against a debate between army officers and civilians on compulsory training and, on another occasion, informed the University Y.M.C.A. that speakers known to have anti-R.O.T.C. records or to be otherwise opposed to administration policy would not be welcome on the campus.

Many such incidents are forcing student bodies to take a definite position on the issue of academic freedom. As expressed by the actions and statements of student groups and individuals, undergraduates are evolving for themselves, out of this coercion and repression, a sound and liberal philosophy of education.

It is true that student declarations of independence have not always issued from storm and battle. The New Student and the National Student Federation, for example, do

not represent protest movements. The assumption on which they were started was the right of undergraduates to discuss all phases of life, especially education, and their aim has always been to create and sustain interest in ideas and in student affairs, local, national and international. Similarly reports and critiques of campus activities and college curricula by student organizations and committees reveal an interest in educational processes and imply a right of students to review such matters [see *The Survey*, March 15, page 806]. On the other hand, magazines such as the *Indiana Vagabond*, and sheets like the *Kansas Dove* and the *Nebraska Campus Review* are protests against faculty censorship of "official" student newspapers, against the smothering of self-expression or merely against the standardization and intellectual vacuity of campus life.

Tacit or explicit in all of these is the assertion that students should be free to discuss controversial issues from their own point of view, to stimulate discussion of challenging problems, and, as one "independent journalist of campus opinion" puts it, to fight "the idea that students should not discuss their university and that all unpleasant controversies should be hushed up so that 'the people out in the state' will not know what is going on." In short, students wish to write and speak about what is in their minds, and to do so unrestricted by college authorities, patriotic societies or ultra-conventional fellow students.

In spite of some glaring exceptions, students do not want undisciplined license. Their plea is for self-imposed restraint. "The only requirements are that articles shall be as short as possible, written in acceptable English, and not in violation of the canons of good taste." These are the rules, with one requiring articles to be signed, of the *Campus Review* at Nebraska. This standard of good taste is important. Its violation invariably loses the offenders their following, but the discipline must be self-imposed.

A democratic society demands men and women with clear,

active, trained minds. This implies a degree of freedom that will be attained only when the facts and theories of our social heritage and of contemporary institutions are accessible to students and when students are encouraged to think and to express themselves with fearless independence. This is fundamental for citizenship in a democracy.

Under such a scheme, a university would be not merely a fact-giving institution, but a place where ideas are exposed and rubbed down and polished off by coming in contact with other ideas and opinions. Viewpoints, theories, notions, no matter how tentative or "half-cracked" should be given a hearing. University atmosphere ought to be charged with ideas in conflict, faculty and students attacking, modifying, examining, defending ideas, as well as digging for facts.

Talk about "ideas in conflict" would probably seem an alien dialect on nine-tenths of our university and college campuses at present. A new idea is so rare in some institutions that it is little wonder that administrators view with alarm any evidence of independent thought.

The University of Georgia student body recently uncovered an attempt to get rid of the assistant secretary of the Y.M.C.A. because of his connection with the inter-racial commission and his supposed opposition to militarism. The campus paper in its comment fairly summed up American undergraduate opinion on academic freedom for students:

The question at stake is: Will freedom of thought and expression be squelched right here in the university where thought is supposed to be fostered, where thinkers are welcome, where opinions are to be threshed out instead of suppressed—supposedly the center of progressive, new thought in the state? If it is, then we shall join Tennessee as the laughing stock of the world.

These recent incidents at state universities, colleges and the West Chester Normal School are the fundamental outcome of attempts to keep the administrative waters too well covered with oil. Their importance, however, is in showing that thinking students will fight for freedom of speech.

## First Aid for Group Leaders

By GRACE COYLE

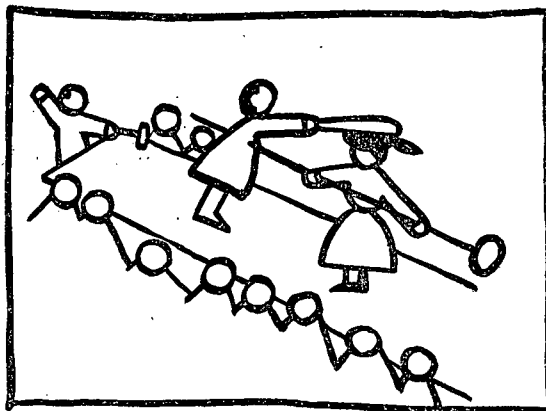
**D**URING the spring semester there was held at Columbia University under the joint auspices of the Inquiry and the Extension Department, a course in discussion leadership in which sixty-eight students, drawn largely from the social and religious agencies of New York, have been studying the process by which groups make up their minds.

Committees and conventions have come to be the great determiners of social effort and the individual opinions of many of us arise out of the interplay of experience in adult classes, forums and club meetings. In addition, the increasing size and extent of organizations have given their policies in many cases the impersonality of public questions as remote from the local member as the doings of the State Department. The demand for the course arose

from the development among certain leaders and organization memberships of a realization of these facts and a critical interest in the "workings" of their groups.

Among the sixty-eight students were representatives of such agencies as the Girl Scouts, the Y.M.C.A., the Y.W.C.A., the Newman Club of Columbia, the Girls' Friendly Society, of seven institutional churches, four national church boards, the Child Study Association, the Heckscher Foundation, the League of Women Voters, the Amalgamated Clothing Workers and several others.

Course materials were necessarily drawn from educational theory and social psychology. The situation that arises when an organization must take action in a tense racial controversy or adopt a policy on an international question or work out a budget involving relations to other groups calls for the



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"The meeting is open for discussion"

psychological approach. Emotional reactions, stereotyped attitudes, feuds and factions confront any leader, teacher or presiding officer who attempts to secure unbiased group consideration of all sides of any vital question. The chief concern of the two-hour class periods was with methods of meeting these and similar problems involved in group deliberation.

The class was divided into smaller sub-groups, led by members of the Inquiry staff, to consider such questions in terms of the individual responsibilities of the students. Thus executives and committees charged with engineering conferences talked over the use of experts, the purpose of steering committees and how to get at the actual interests of the constituency. A group of executives burdened with boards and committees threshed out the recurrent problems of committee functions and methods of presenting and transacting business. Several club leaders worked over the building of a club program, its bearing on overhead policies, the project method in such organizations and its relation to the aims of club and leader. There were four sub-groups of teachers and heads of clubs interested in international, family and religious questions and of several academic courses at Teachers' College in which students act as discussion leaders. These groups had a chance to deal concretely with problems of teaching informal, voluntary adult classes.

This division of the class into sub-groups involving a variety of situations, made evident the need for considering discussion as a part of continuing group life. Pauses for deliberation, either for individuals or for groups, occur only at junction points where a choice of routes must be made. Such points are integral parts of the group life where tradition, community conflict, organization politics and many other factors exert constant and active influence. They cannot be torn out of their setting and treated as isolated details.

Its sponsors hope that this course will stimulate similar experiments in other quarters. Techniques for analysing and guiding the group process are only beginning to emerge. Already, however, there is available data on how to increase participation in joint deliberation, on making discussion more discriminating and common decision sounder. The value of a course in group leadership is in distributing existing data and in stimulating further study of the group processes in which our highly organized modern life so constantly involves us.

## Cooperative Reading

By EDNA PHILLIPS

**B**OTH librarians and teachers who specialize in adult education for the foreign-born recognize the breadth of outlook gained by wide professional reading and the resulting benefit to their work. Both groups suffer from lack of time for such reading. They find that published book reviews help, but oral reviews by specialists on books dealing with the subjects of their specialty are peculiarly helpful in supplementing the exploring an individual can do.

Two groups in my state have concerned themselves with this problem. The Massachusetts Library Club appointed a Committee on Work with New Americans three years ago to promote the use of public libraries by the foreign-born and to improve the service for them. The Massachusetts Association of Americanization Teachers, formed seven years ago, aims to broaden the professional outlook of its members and to encourage the human side of their

work by furthering social contacts. These two groups arranged at a recent joint meeting in the State House to have brief reviews by their members of ten books of the year on immigration and race problems, easy English for adult beginners and racial backgrounds. The plan was to have a fact-finding discussion: the reviews were to be favorable or the reverse as each reviewer thought best, and there was a chance for question and comment from the floor. We wanted to give a hospitable hearing to a diversity of viewpoints, leaving it to each one in the audience to decide which of the books were adapted to his own use.

The books thus orally reviewed and discussed were:

- Determinism in Education, by W. C. Bagley. Warwick and York.
- The Conquest of New England by the Immigrant, by D. C. Brewer. Putnam.
- Help Yourself Lessons, by Winthrop Talbot. American Language Press.
- Pulse of Progress, by Ellsworth Huntington. Scribner.
- Historical Aspects of the Immigration Problem, by Edith Abbott. University of Chicago Press.
- In Quest of the Soul of Civilization, by Hagop Bogigian. Published by the author.
- I Am a Woman—and a Jew, by Leah Morton. J. H. Sears Co.
- A Federal Textbook on Citizenship Training. Part III, Our Nation. U. S. Bureau of Naturalization.
- Modern Aladdins and Their Magic, by C. E. Rush and Amy Winslow. Little.
- Italy Under Mussolini, by William Bolitho. Macmillan.
- Italy, the Central Problems of the Mediterranean, by Antonio Cippico. Yale University.
- The New Balkans, by H. F. Armstrong. Harper.

Facts and opinions on current books by those competent to judge were not at all the only objectives of this discussion group. Charles Herlihy, supervisor of adult alien education in Massachusetts, expressed the belief that such resumes of the season's books would whet the appetite for more books of the same kind, and would not only be a stimulant to further independent reading, but would mean closer local cooperation between librarians and supervisors of Americanization.



Courtesy New School of Social Research

THE National Farm School has awarded scholarships to eighty needy city boys who on March 1 began a three-years course at the school farms, a tract of 1,200 acres, near Doylestown, Pennsylvania, in a rich section of Bucks County. Included in their



equipment is one of the fine old Pennsylvania Dutch barns, used as the core of a project in this interesting attempt to apply modern educational methods to the study of agriculture. Seven farms have been turned over to the senior students to be managed by them. Their work is supervisory and they are responsible for the successful

functioning of the unit in their charge. The freshmen and juniors work under them (see *The Survey*, Aug. 15, p. 544). The plans for expanding the National Farm School call for a fund of \$5,000,000 to be used to make provision for a larger student body and to make the institution coeducational throughout. Girls will learn the principles and the practical methods of farm-home management and all aspects of farm work suitable to women, and rural sociology.

# HEALTH

## An Institute of Trusteeship

By ANNE R. WINSLOW

**P**UBLIC health nursing in this country is now fifty years old, if we go back to its beginnings, and twenty-five years old, if we consider its phase of rapid and general development. For some time special courses of training have been offered to nurses to fit them to practice their profession, which covers such a wide range of subjects as nursing, sociology, psychology and education in complex interrelationships. On the other hand groups of lay people, with no training, have been supporting and guiding the work of these nurses.

The members of the boards of management who go out into the community to raise money—often in large amounts—for their various public health nursing organizations, are at last beginning to realize the responsibility which is theirs, of seeing that this money is spent wisely and efficiently, and the need for rendering back to the public an account of their stewardship. This realization was crystallized at the Health Congress in Atlantic City in May, 1926, in the proposal for a Board Members' Section of the National Organization for Public Health Nursing.

There are three outstanding problems which confront the members of a board of management in any field of social activity:

1. *How shall the necessary funds be raised?*

Shall an association join a community chest? If it does, how shall it take a cooperative part within the chest, and yet maintain its own growth and development? If it does not join the chest, how shall it most effectively present its cause to the general public?

In either case an adequate and available system of records is essential as a means of checking up and studying the association's work, and estimating its contribution to the public. A modern and exact system of bookkeeping and treasurer's reports are essential to show the public just how its money has been employed. This must be summarized for the convenient information of the public, and for the guidance of the board and its professional director in a carefully studied budget. In either case the need for publicity, for catching the public ear—in order to raise money, and in order to develop a demand for the service offered—is increasingly borne in upon the guardians of the contributors' monies and of the health needs of the community.

2. *What kind of a nurse shall the board employ?*

Bearing in mind the obligation to expend their funds wisely and efficiently, the board members must know something of nursing education and, above all, must know where to go for advice. The average board member must and should turn for professional counsel to professional sources, to recognized leaders in public health nursing, to schools of public health nursing, and above all to the final coordinating center, the National Organization for Public Health Nursing. She herself, however, should know

enough not to employ "any good nurse" but to try to get the nurse most soundly trained, and therefore most capable of playing the important role in the community.

Perhaps the supreme task of the board is the choice of the nurse director or superintendent. In this day of fine-drawn specialties on the one hand and of coordination of the forces of the community on the other, the work of the public health nursing director is a very technical business. It involves knowledge of the community in which the nurse works, a capacity to establish discriminating relationships with the medical profession, the social agencies, the law courts, the hospitals, and so on. A grave responsibility devolves upon a board in choosing a nurse who can make all these contacts, and keep up fully with progress in the changing field of public health itself. After choosing the superintendent or director the board must realize that she is absolutely responsible for the technical professional side of the work.

3. *Having raised the funds and chosen the technical expert, what else has the board to do?*

It must direct general policies, while not interfering with professional standards. It must represent the viewpoint of the community and determine, after receiving the advice of its expert, what is most important to be done and what the community at the moment can afford to do. It must maintain contacts with other local social forces and it must aid and strengthen its director at every step in her difficult task. The most effective boards realize that they and their nurses are in a copartnership and that, together, they operate the association, both having separate, real and yet allied functions.

**T**O help answer the question as to the true function of a board and the board member in fulfilling it, the first Institute for Board Members of Public Health Nursing Organizations was held in New Haven last month under the auspices of the New Haven Visiting Nurse Association and the National Organization for Public Health Nursing.

Early in the winter a questionnaire was sent to some four hundred public health nursing associations asking if the board members, not the nurses, would take part in a three-day institute to discuss problems which are the peculiar concern of the board member.

In response to this letter more than two hundred people, men and women (including several health officers) representing ninety local nursing organizations and twelve national organizations and educational institutions, met at New Haven. They came from the New England states, New York, New Jersey, Pennsylvania, Delaware, Maryland, Michigan, Indiana and the cities of Washington and Montreal. The speakers at each general session represented respectively the points of view of the board members, the public health nurse, and the physician or the community, the speakers including the most outstanding experts in their