



The Common Welfare



THE WAR IS OVER

ADMIRAL PLUNKETT'S permission for the Brooklyn Chapter of the Red Cross to solicit memberships in the Brooklyn Navy Yard, no less than his original refusal, should mark the end of the strong-arm soliciting of funds which flourished in the war drives. It appears that civilian employees of the Navy Yard protested at what seemed to them coercion in the Red Cross roll-call last year and when request was made for this year Admiral Plunkett refused the Red Cross access to the Yard. The Brooklyn Chapter protested; a representative of the roll-call let his enthusiasm run away with him in addressing a rear-admiral, the rear-admiral replied with the bluff vigor of a sailor and when he was "threatened" that the matter would be taken over his head to Washington, referred it himself to the secretary of the navy. National headquarters of the Red Cross, with the consent of Secretary Wilbur, sent a man to Brooklyn and the matter was straightened out; the civilian employees will be solicited on the same basis of good-will offerings as if they worked for Smith, Jones and Robinson. But it appears further that, whereas this year's trouble was due to an assistant in the Brooklyn Red Cross Chapter, it was a subordinate in the Navy itself that offended last year. An officer who was assigned to enroll the civilian employees stationed himself alongside the paymaster on pay-day and put on the screws.

All is now sweetness and light in Brooklyn except for a general eagerness to find out who gave away the show to the newspapers. But that is probably a good and healthy thing for the social agencies, local, state, and national, which must raise their funds from the general public in concentrated drives. Hitherto there have been only underground grumblings over attempted coercion, but grumblings are the very thing that make hard going for the solicitors for good causes. The Brooklyn publicity has brought it out into the open and written a lesson as big as a billboard for all campaign managers to read as they run. National headquarters of the Red Cross, it need scarcely be said, bases all of its appeals, both for annual memberships and for special causes such as flood relief, on a purely voluntary basis and has no sympathy with the contention that a person is unpatriotic if he fails to chip in.

SPEAKING OF SCHOOLS

NOT so long ago Bill and Lucy, entering school, entered a world cut off from the home world. From nine to four it was "up to the school." Once Bill and Lucy set foot outside the schoolyard it was "up to the home." Today these two worlds have drawn much closer together. As never before, more parents are interested in the schools. We talk about them, read about them, visit them—even think about them. As evidence of this healthy concern over school affairs the Educational Research Service of the National Education Association has analyzed discussions of school

questions in "general and unspecialized magazines" during the four months ending October. The report lists thirty-nine articles from fifteen magazines. Among the monthlies, with four issues during the period, five had one article each, three had two articles, one had three while one—Harpers—considered some phase of education in every issue. Of the four weeklies listed (seventeen issues during the period) two—the New Republic and the Literary Digest—had six discussions of schools or schooling, the other two had two each. The Survey's awareness of the new stirrings in this most important field is shown by five accounts of educational theory or practice listed from its seven issues during the months covered. The report of the Research Service points out:

It is notable that there is much of criticism, a tone approaching depression, in many of the articles. It may indicate a healthy state of introspection and discontent which will lead to improvement; it may indicate that the many who feel that the schools are accomplishing their purposes better than ever before have failed to give expression to that confidence.

But whatever the tone of current discussions of the schools, there is genuine encouragement in the fact that such discussion is so various and widespread. This is surely the necessary first step toward a genuine understanding of growth and learning, and toward better ways by which education can be made to fill its place in the life of the individual and of the community.

FLIVVER TOWN

IF we in America set out to build a New Town with the single purpose of making it a good place to live in, what kind of a town would it be? The question is not altogether academic. Many architects, town-planners, and miscellaneous public-minded people have been thinking for a long time about the English garden cities, studying their essential quality, pondering the possibility of reproducing that quality in this country, and going on to a practical consideration of ways and means. Such a group met at the call of the Regional Planning Association of America for an October conference which tried to find out what kind of city should be built, how it could be created, and how, once built, it should be managed. They had their feet on the solid reality that the City Housing Corporation, which has already made an impressive demonstration of low-cost urban housing in New York (see *The Survey*, November 15, 1924, and December 15, 1925) is on record as desiring and intending, when the way opens, to build such a city.

Two trends were of outstanding interest in this discussion, one tending to broaden, the other to limit the problem. The first was based on the realization that the classic English garden cities, Letchworth and Welwyn, were built to meet a need which has already begun to change. Their fundamental conception was that the English workingman should be able to walk home to a hot midday meal. But in the United States, at least, workingmen outside the very

largest cities prefer four wheels and a motor to their own two feet, and are no more anxious than their bosses to live close by their work. And the American workman's wife is as likely as not to prefer to have the house to herself at lunch-time. A motorized workman may not be altogether satisfied with the walking-distance town. The flivver-distance community offers possibilities of new planning. It may, for instance, prove wise and agreeable to spread towns more thinly over the land than heretofore, to isolate certain units which have always been thought of as necessarily contiguous, and to relate highways to residence and factory areas in entirely new ways.

On the other hand, there was general agreement at this conference that the wages paid many unskilled laborers in the United States do not permit them to pay the economic cost of housing which meets our present standards of decency and amenity. England has recognized this impasse and has frankly accepted state-subsidized housing as the solution. We have, in general, refused to recognize it, and we have taken refuge in a variety of disguised subsidies or, more often, thrown up the sponge. It is clear that the New Town must look to the higher ranks of semi-skilled and skilled labor for its wage-earning population if it is to be economically self-sustaining. Meanwhile the problem of the bottom-of-the-scale family remains pretty much in the *statu quo*.

A stimulating contribution to this discussion came from John Elliott, headworker of Hudson Guild in New York, who urged the planning technicians to summon the aid of the expert in community relationships. Between the technician who sees the city whole and the Joneses who see little beyond their own front porch there is a gap in which grave dangers for the New Town lurk. A town is a group of people: their understanding of the planner's purpose and their sympathy with his program are indispensable to the preservation of the values which he creates. They must be taught; they must learn to work together to a degree quite unfamiliar in most American communities; they must develop from among themselves leadership and organization. Here is a task where expert guidance is as essential as it is for the street layout and the design of houses. And unfortunately it is a task for which the trained leaders are few and the body of established technique very meager. Here is an opportunity for the social worker and the town-planner to develop a fruitful partnership.

FOR ALL WHO WANT TO LEARN

AS Carolina New College, the Stanley McCormick School of Burnsville, North Carolina, begins another year of its experimental attempt "to develop a new college conceived and carried out in the modern spirit, untrammelled by academic tradition or the requirements of standardization" (see *The Survey*, September 15, 1925, page 626). The project was initiated six years ago by the Country Life Department of the Presbyterian Board of National Missions, and was largely financed by Mrs. Cyrus H. McCormick of Chicago and her son and daughter. No longer under the management of the Presbyterian Board, it begins the new year with its own funds, raised by private subscription in Yancey County, in Asheville and in New York. A three-year financial program, undertaken this fall, will, it is hoped, provide the necessary support for the school, leaving Leroy Jackson, the director, free to center his attention on educational matters instead of ways and means.

The school is open "to all fairly mature persons who

want to learn and who have the ability to do so." A regular course, leading to graduation, covers five years. Before undertaking this course the student must demonstrate his use of the necessary tools. To quote from the school prospectus, "He must have an adequate vocabulary and facility in reading, he must be able to talk in an audible and coherent way, he must write simple English with a reasonable degree of correctness in form and organization and he must be able to make with assurance such mathematical calculations as he may need in non-technical activities." The five-year program covers basic study, "attempting to throw light on human relationships and experience by a direct approach drawing on material usually presented as science, mathematics, history, literature and art;" creative expression, supplementary study, physical training and "civic experience in the form of participation in the government, administration and actual work of the campus." But the director of the school emphasizes the fact that Carolina New College

does not put pressure upon the students to induce them to complete the regular course. It feels that perhaps its greatest service is to the young man or woman who comes in for a few months only, gets what he needs in training or inspiration and goes back to his job. It is especially gratified when some young person so loses himself in pursuit of a particular field of study that he forgets all about graduation.

Carolina New College has broken with educational tradition. It has no interest in an academic time clock, in departmentalized courses, in marks and credits. It has no traffic with college entrance boards or standards committees. It is interested solely in working out a curriculum which shall provide "an equipment for meeting life under present-day conditions," in enriching the individual and the community experience. This is more than a school program—it is a brave adventure in genuine education.

WHEN TEACHERS GO TO SCHOOL

THE latest fashion in teaching Mary to read or the newest technics in discovering Johnny's I.Q. or Susie's tone-deafness are not enough to make a modern teacher efficient on her job. She needs not only pedagogical craftsmanship but clear social vision, adequate community contacts, understanding of the family and personality factors of her pupils' environment if she is to be in any real sense an educator. Such, at least, was the belief of a hundred Pittsburgh public school teachers who spent three weeks of their vacation at a summer school in principles and methods of social service, held under the auspices of the Henry C. Frick Educational Commission at the Pennsylvania College for Women. The course included lectures, informal discussion and field trips to local institutions. The special problems presented by the teachers themselves for group discussion included race prejudice, lack of adult understanding of children, the difficulties of the foreign-born, delinquency, the red tape of the school system, the slow reaction of social agencies where immediate relief is requested, lack of careful follow-up on cases reported for care.

In describing the experiment, Eleanor J. Flynn of the department of economics and sociology of the Pennsylvania College for Women writes us:

Why did one hundred school teachers seek a course which gave them no credit? A new sense of the deeper significance that underlies public school work brought some. A desire to know more of the child, his life and his reactions to new ex-

perience brought others. A feeling that somewhere in their teaching profession there was a lack of vital contact with the realities of children's lives brought more. And each and all felt the need of a more intimate knowledge of the inter-relationships of the school, the home and the community. What did they know of social work—that force working to adjust, to reconstruct, to develop personality? Some had a thorough knowledge, but they wished to know the newer things that are developing. Others knew so little that they had made no effort in the past to utilize the services of the local social agencies, though there had been imperative need of stronger cooperation between the school and the social-work organization. Here was the opportunity to meet personally the directors and executives in the local organizations, to hear their program of activities and to question them or discuss with them personal problems.

Many schools, communities, children and educators suffer because, in social interests and undertakings, the teachers are "outsiders" (see *The Survey*, March 15, 1927, page 805). But, as Miss Flynn points out, "the teachers of Pittsburgh who enrolled in the social service course are 'insiders'. They are actively participating in the community life; they are in the way of scaling the barriers which keep teachers from right social contacts and effective work. The four walls of the classroom have expanded and include the bounds of the city. The teacher sees a future which has all the adventure and promise of new perspectives and of real social values."

ANCHORING HALLOWE'EN

THE aspiration of the family garbage can to roost one night a year on the steeple of the First M. E. Church has been successfully discouraged in Springfield, Massachusetts, where a committee representing the Council of Social Agencies has substituted supervised merrymaking in six city playgrounds for the usual Hallowe'en doings. Against the yellow flames of huge bonfires the youngsters had a glorious time in the traditional costumes of witches, clowns and hobgoblins. Not the least of the fun was the foraging for fuel—barrels, boxes, parts of old beds, pea-brush, bean-poles and cut-up mattresses. Boy Scout troops were in charge of the program, which included riotous snake-dances, caretakers of the playgrounds acted as masters of ceremony, firemen and policemen kept a watchful eye on the big fires, the Safety Council issued a timely list of hints, warning automobile drivers to look out for sprites and goblins flitting through the dusk to the playgrounds and putting a taboo on costumes made of paper. Mrs. Sarah Alison Maxwell, of Springfield, to whom we are indebted for a description of the celebration, reports it a complete success in turning an annoying revelry of thoughtless vandals into something that the youngsters liked better.

SEVEN MILLION DAYS LOST

NOT low wages or intolerable working conditions but disagreement within ranks of organized labor was the chief cause of the ninety-nine strikes, resulting in 7,529,989 lost working days during the year covered by the recent report of the New York State Department of Labor. It is the gravest record of industrial warfare in the state since the height of the post-war disorganization (1920). It is chiefly due, Chief Mediator A. J. Portenar points out, to the six months' strike in the cloak and suit industry in New York, involving 36,142 persons. After analyzing the stands taken by the two sides in the strike, the report states: "But there was still another factor which,

in a degree impossible of determination, had an influence in precipitating the strike. This was a factional conflict within the union between two groups representing antagonistic conceptions of correct tactics for the conduct of the union. A natural result of the internal division was the struggle for office, not merely between ins and outs, as is common enough, but between the advocates of opposed ideas. Although not heretofore alluded to in any departmental reports this conflict was either active or smouldering before and after the appointment of the governor's commission and before, during and after the strike."

Twenty-two strikes were called during the year to secure wage increases, seven in protest against wage reductions, and shortening the number of hours constituting a work-week caused eight. But these strikes, involving much smaller groups, were more quickly and more amicably settled than the clothing industry disputes. Into the question of what lies behind this warfare within the union—whether devious labor politics, bungling leadership, involved finances, racial antipathies, outside influences or other factors—the report of the Labor Department does not attempt to go. For the sake of the industry, and the army of workers dependent on it, it is to be hoped that those close to the conflict are attempting to gather and fairly interpret facts, to analyze causes and to devise a workable program that will restore mutual understanding and cooperation to a once prosperous and well-organized labor group.

GROWN-UPS AT SCHOOL

SCHOOLS for grown-ups have been regarded more or less as experimental ventures in this country. But the reports of a recent survey just published by the United States Bureau of Education (Bulletins, 1927, Nos. 18 and 21) indicate that adult education is becoming an established part of our public education program. According to this report, 60 per cent of the states have enacted legislation to further adult education. The provisions of such laws vary widely. In Connecticut, for instance, school districts of more than 10,000 inhabitants are required to maintain evening schools for persons over 14 years of age. California requires illiterates between 18 and 21 years of age to attend school. In New York immigrant education is particularly stressed and classes may be held wherever the local school authorities consider it advisable. Twenty-four states supervise elementary adult education; 13 states have full-time supervisors of such instruction; 21 states give financial aid for adult education; in 17 states there are 45 institutions giving special training to teachers of adult classes; 12 states have illiteracy commissions.

A questionnaire sent by the department to school superintendents of cities and towns of 2,500 population or over was answered by 1,666 superintendents. Of these, 520 reported that they had conducted evening schools during 1924-6, the period covered by the survey; 376 towns reported that their evening classes were growing; 115 that they were not. Gary, Indiana, reports 16 2/3 per cent of the entire adult population in evening and afternoon classes. Buffalo reports 7 per cent. These are the highest percentages in the country for large cities.

More than 300 institutions report some form of extension work. The type of work includes correspondence courses, public information, home reading courses, class instruction outside of institutions, public lectures, visual instruction, institutes or short courses, the work of parent-teacher associa-

tions, labor education, etc. The most significant new development is considered to be supplementing correspondence courses by radio.

HAMPTON TWEAKS THE REINS

HAMPTON and Tuskegee Institutes represent what is currently orthodox in the white man's philanthropic interest in the Negro. So when a considerable portion of the nine hundred students at Hampton not only look their gift horse in the mouth, but tweak the reins in a student strike resulting in a temporary closing of the school, a great many well-wishers of the Negro find real cause for alarm. In fact, the Hampton-Tuskegee program has come to be so associated in the public mind with the program of the gradual, cooperative and pacific betterment of race relations that many people feel that a "hot-headed, recalcitrant body of insurgent Negro youth" has jeopardized a ten million dollar investment in social fire insurance.

The root of the trouble is twofold. First, it is unfair and perhaps unwise to saddle a school with a program that involves essentially the relationships of the grown-up generations in their contemporary struggle for adjustment. In the training of Negro youth it may easily represent a dangerous temptation to saddle the colt too early. Then, Hampton and Tuskegee, beginning as vocational trade schools, with the progress of their constituency have grown into normal training schools and in the last few years have added courses of collegiate grade in teaching, scientific agriculture and business administration. Much of the recent trouble results from this rapid growth and the attempt to hold a very mixed body of students of collegiate, normal, secondary academic and industrial grade in the same disciplinary straight-jacket for the sake of the "traditional spirit of the school." Perturbing as it all is, it is least perturbing for those who see it as a problem of modern educational growth and adjustment, quite apart from the race question, and who do not jump to the conclusion that restlessness and self-assertion among Negro youth mean anything more or anything less than they mean for white youth.

School is to be "officially re-opened" to students who take a pledge of "loyalty, obedience and cooperation." The official manifesto states: "Among the gratifying elements in the situation have been the loyalty of the new students, especially those responsible for the maintenance of the school household, the comparative steadiness of most of the girls, and the practically universal condemnation of the strike by the members of the staff and by the alumni." Here, it seems, is the worry of the trustee mind more than the concern of the educator.

Perhaps in spite of the fact that the main root of the situation is educational, some factors of it are racial. In the last two or three years there have occurred at Fisk, Howard, Shaw and several Negro schools strikes or revolts which have been "officially quelled" only to be followed shortly by far-reaching changes of policy and administration. In view of Hampton's avowed role as a demonstration and observation center, the students' action may be in part a half-blind, half-awakened resentment of the parade atmosphere of an inter-racial showroom, a revulsion from the constant intrusion of a social problem into their daily lives.

There is no specific mention of these things in the student manifesto, which on its serious side calls for the recognition of the student council, differentiation of rules and regulations for students of collegiate grade and for academic

qualifications for the teaching staff of some departments, and on its trivial side for improved food, laundry, later curfew, and permission to shed uniforms over the week-ends.

The Negro newspaper of Norfolk, commenting on the situation, undoubtedly goes too far in suggesting that "it is evident that all-Negro colleges will have to come under all-Negro administration before this field will know peace." The race situation makes a mixed staff in some centers of education, at least, vital, useful and mutually educative. Nevertheless, the progressive training and development of the Negro does call everywhere, even in a professedly philanthropic venture such as Hampton, for larger measures of self-direction and self-determination, and for a sensitive remodeling of the program to the Negro mind and spirit.

LAYING DOWN THE SHOVEL

FAIR with the wheelbarrow; fair as a hod carrier; fair in cleaning tracks; fair as a trucker; good in carrying material; . . . fair in repairing tracks; good at repairing roads; . . . good in work requiring speed; poor in that requiring precision. . . . The Urban League has made up a long list of qualities that the Negro worker is "supposed to have." The special aptitudes and limitations of the Negro in modern industry are still pretty much a matter of guess-work, based on tradition rather than on actual knowledge. The shift of hundreds of thousands of Negroes from southern plantations to northern industry is a recent development, and the problems it presents to industry, to the public, to white workers, to the Negroes themselves are but vaguely defined and not at all solved. The recently formed Inter-Racial Industrial Committee of the New York Urban League is a new and hopeful agency organized "to concentrate thought and effort" upon various phases of the actual situation of the Negro in industry. The Committee is made up of about fifty "white and colored citizens of civic standing." It plans to hold four conferences a year, and to issue bi-monthly bulletins covering its work. Its program includes "Discovery of all professional, commercial and industrial opportunities for employment open to Negroes in New York; opening of new employment opportunities . . . discovery of facilities for Negro adult education . . . devising of improved methods of overcoming mental and temperamental maladjustments which limit employability of adult workers; studying the relationship of Negroes to apprenticeship training in New York City; devising some educational work with groups of white workers to liberalize their points of view on the Negro; the problems of promotion for Negro workers; advertising Negro labor."

Though in industry the Negro still gropes painfully toward a place of unprejudiced opportunity and fair treatment, the accomplishments of the race in the arts are increasingly recognized. In Chicago, a Negro in Arts week is to be held late this month as "a city-wide demonstration, to bring to Chicago and to its 200,000 Negro population a knowledge of the cultural progress of the race." The plans, inaugurated as part of the educational program of the Chicago Woman's Club, have the cooperation of more than a dozen important civic organizations. The center of interest for the week will be the African Primitive Art Exhibit, which attracted much attention in New York last winter (see *The Survey*, February 1, 1927, page 587). Another exhibit, with canvasses by Negro artists, will be on display at the Art Institute of Chicago. Professor Alain Locke of Howard University will interpret the exhibits.

HEALTH

The Beauty Motif

By VIRGINIA R. WING

LAYING pipe between the great reservoir of scientific information on health and the many needing this water of life, is the present occupation of the health educator. This reservoir, fed constantly by streams from the spring of pure reason and by clear facts pumped up by scientific pressure, must splash unused unless some maker of conduits connects the commodity and the consumer. As an afterthought, having brought the water and the horse together, will he drink?

To a health advertiser, the basis of any campaign must be built on stony facts, else how are we better than the patent medicine man? We admit we lack his skill in dispensing our wares so must we be the more earnest in securing the best wares to dispense.

The beginning then of our Girls' Health Year Campaign in Cleveland was high in the mountains of vital statistics. Ingeniously the scientific analyst explored in these rocky places and after several years of delving, produced figures and charts which showed for that city that during the last twelve years the tuberculosis death-rate for boys from 15 to 24 had been cut in half, while during the same period the girls' death-rate for this age group had declined only 14 per cent and was at present far above the boys and the highest point in the whole female curve.

As soon as the Anti-Tuberculosis League came into possession of these findings they were presented to leaders in various health fields for discussion and a city-wide guessing match was on. Were these figures the result of the jazz age, of wanting to be thin, of overstudy, of dances, of the *reductio ad absurdum* in over and under wear?—each question arising from the questioner's pet aversion but all agreeing that the figures confirmed what they had long suspected.

Medical interpretation being essential to treatment the case was submitted to physicians who said that lack of rest, insufficient and improper food, nervous excitement and a mushroom existence away from sun and air, might well break down bodily resistance and lead to tuberculosis. Many cases from their practice were offered in illustration.

Armed, then with the death-rates, the suggested delinquencies and the medical diagnosis, the anti-Tuberculosis League waited on the Cleveland Girls' Council, an organization in which all work

with girls is represented. The members sat long over the facts, admitted the vital importance of the findings and accepted responsibility jointly with the league to evolve some plan which would arouse the interest of the menaced group.

Rousing interest, holding attention, creating desire, securing action—all these must our campaign accomplish if it was to be more than any health week. We began where we were, that is, with the health charts and programs already part of each organization's plan and evolved from them a three-months' health record called the Health Trail to Beauty, containing fifteen rules that were more honored in the breach than the observance, ornamented the edge with jazzy line drawings and distributed 15,000 copies to the 2,000 leaders of girls' clubs and the like, with the registration cards and a teacher's manual containing directions. Then the news stories began to break—not unexpectedly, since our campaign was built with one eye on the press—and headlines such as Greatest Health Army Ever Organized, Push War to Aid Health and Fight Tuberculosis Among Girls called loudly to any runner.

Having made the first impression with statistics, members enrolled, medical interpretation and breezy printed material, we considered that interest in our effort was aroused and entered the second stage of our program.

To hold attention, a monthly leader's bulletin came into being. First the Snow Trail, playing up the outdoor fun that February offered, such as outdoor cooking, set up by the camp fire leader, and snow sports and games. Also a

Poster Contest began, open to highschool girls in art classes. "What is your idea of beauty, not that contained in compacts and jars but the sort based on radiant good health," read the news stories, and a bank account was offered as a prize.

March brought the Breakfast Trail. Beauty Breakfasts occupied one page, First Aids to Beauty another. An apple illustrated skin lotion and an animated lettuce head boosted the tonic value of vegetables. A cartoon on the back showed a forlorn motorist dismally cranking to the wail "no gas," attention being drawn to the similar plight of a breakfastless body. As part of the breakfast program, some highschools asked questions. The answers showed that out of 1,200 students in one school 360 had come without



The Anti-Tuberculosis League

and Cleveland Girls' Council

The Health Trail, for girls of Greater Cleveland