



EDUCATION

As Parents See Religious Training

AN inquiry into parental attitudes under the rather formidable title, *A Survey of Moral and Ethical Values*, has recently been made by the New Jersey Normal School for Jewish Teachers under the direction of Dr. Leon Mones, head of the department of psychology, and Louis Goldman, his assistant. A questionnaire was sent to a large group of Jewish parents asking what in their opinion was the effect of religious school experience on their children. The replies showed that about 90 per cent of the parents were watching their children's character development. More than 80 per cent believed they could list their children's good and bad character traits and about 40 per cent admitted that they were worried about various traits in their children. Most of the parents felt that attending religious school had a marked effect on the development of the children, that it made them more obedient, more respectful toward their elders, more considerate of their playmates, more faithful to household duties. The majority of the parents also felt that the training the children received in religious schools made them more self-controlled, less quarrelsome, more truthful. The investigators are convinced on the basis of their survey "that Jewish parents are thoroughly committed to the value of the Jewish religious school as a medium for the character development of the Jewish boy and girl."

It would be interesting to follow this inquiry with a study of the reactions of the boys and girls themselves to religious schools and to have their own guesses as to whether home, school or "religious education" most influences their lives.

Where Adults Go To School

IT may start with hooked rugs, local history or a baby show, but from small beginnings many American communities are going on to definite experiments with the theories and methods of adult education. An organization coordinating such activities on a state-wide scale was formed in California two years ago. A recent pamphlet giving the structure and purpose of this California Association for Adult Education (State Department of Education, Sacramento) not only touches some of the fundamentals of the adult education movement in this country but is rich in suggestion for adult education undertakings everywhere. The California organization has as its primary purpose

to promote adult education by which men may learn to think critically and independently, to encourage uses for leisure time which contribute to a richer life for the individual and help the individual and society to develop and progress.

To this end, the association has established machinery

to carry on community demonstrations which will illustrate the methods of organization, subject matter and method of teaching

by which adults may be reached; to supply to any group of adults in the state the results of research into methods; to hold conferences with individuals and groups to assist them in promoting liberal education and carrying out their own chosen programs.

This report sets forth the plan of work during the past two years and describes in detail two community undertakings, one that began with handcraft, the other with local history.

Reports have recently been issued on two attempts to adapt the Danish folk school idea to American conditions. One is Ashland College, at Grant, Michigan, which completed its second summer session in August and is now planning a winter session of ten weeks, beginning in January (see *The Survey*, June 1, 1928, page 277). Twenty-five students will be enrolled. Their study will center in certain "life interests" with singing, group

games, folk dances, drama and handcraft as essential parts of the plan.

This winter, Berea College in the Kentucky mountains is continuing the plan, interrupted by an influenza epidemic last year, of a series of adult schools—Opportunity Schools, Berea calls them (see *The Survey*, January 15, 1929, page 499). Members of the college staff hold sessions lasting three or four days in various communities, and in January a three weeks' school for adults will be organized on the college campus "for those who cannot attend school regularly but who are eager to learn."

Public School Scholarships

AS "an application of case-work technique in the education field," the latest social service monograph, *Scholarships for Children of Working Age*, by Esther Ladewick, describes going experiments in solving the problem of "the child who could profit by further education but who is forced to leave school to go to work because of financial pressure in the home" (*Social Service Monographs No. 7*, University of Chicago Press. Price \$1.50 postpaid of *The Survey*). Miss Ladewick surveys the general question of scholarships for public school children in this country and presents in detail the work of the Scholarship Association for Jewish Children (Chicago), the organization which requested that this study be made.

Scholarship aid is based on the cost of maintaining in his home a child who has obtained working papers. It usually varies between \$15 and \$30 a month. The preliminary investigation includes the child's school record, his home situation, and a psychological study by the Institute for Juvenile Research. In the year of the study (1907), 325 children were thus enabled to continue in school through the Scholarship Association for Jewish Children and the Vocational Supervision League. Miss Ladewick points out: "Scholarship work . . . must inevitably, if it is to be well done, be in the hands of competent social workers who know the educational needs of children and the educational opportunities of their communities."

Training for Home-makers

LIVING in a family is recognized today as a fine art. The mastery of it is the real goal of an important department of modern education, according to a report on recent trends in home-economics training prepared by Emeline S. Whitcomb of the U. S. Bureau of Education (*Bulletin*, 1929, No. 25). Looking back over the past two years, Miss Whitcomb finds that:

Home economics education . . . has made notable progress. Among the achievements are the formation of the Organization of Super-

visors and Teachers of Home Economics, further curriculum revision, better integration of home-economics instruction with health education, larger opportunities for child development and parental education, organized courses for social and family relationships, increased interest in business opportunities for women trained in home economics, courses for boys and men, greater Federal appropriations, and more research in fact-finding studies in the various fields of home economics.

The revision of the home economics curriculum has broadened steadily since the early days when it was made up largely of trade training in the domestic skills—sewing, cooking, laundry, and so on. Miss Whitcomb points out that:

No one can speak with entire certainty as to what the curriculum should be, but there appears to be developing a common understanding among curriculum builders that the curriculum should aim definitely at the improvement of human living and behavior for all persons.

That home economics training is increasingly useful outside the home is shown by the many openings for home economics graduates described in this report.

Carnegie Lifts the Lid

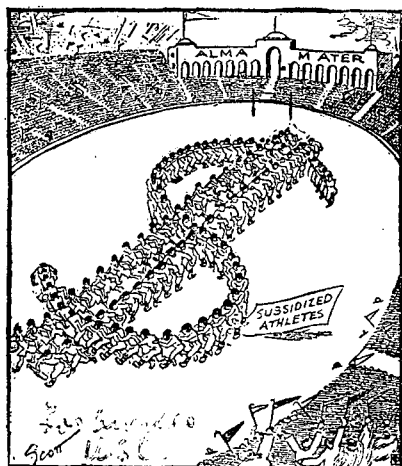
THE recent bulletin on American College Athletics, the bombshell casually tossed into academic circles by the Carnegie Foundation for the Advancement of Teaching, resulted from a three-year study covering 130 American and Canadian universities, colleges and schools, and involved the cooperation of more than 2,000 individuals. According to the report, this careful inquiry showed that:

The fundamental causes of the defects of American college athletics are two: commercialism, and a negligent attitude toward the educational opportunity for which the American college exists.

The greatest hue and cry was aroused by the details of "commercialism" which the report sets forth, in particular the recruiting and subsidizing of college athletes (see *The Survey*, October 15, page 82). To educators, the second phase of the report's indictment will probably seem even graver than the first.

After a statistical study of 18,667 students in 111 representative universities and colleges, the authors of the report find that "the common notion that athletes in general are poorer students than non-athletes is erroneous." They point out however that athletes shown by scientific testing to be of superior mental and physical endowment frequently fail to fulfill their promise in college:

The causes of this condition are ascribable . . . to the conduct, emphasis and values of modern college sport. This is the more unfortunate because success in life after graduation appears to be related less to personal athletic success in college than to high academic standing. The qualities of mental alertness and quick coordination are equally valuable to the athlete and the non-athlete, but academic pursuits appear to give greater opportunities for their use and development than athletics now afford.



Scott in *The Emporia Daily Gazette*

The report finds that, in regard to commercialism and also in regard to the influence of athletics on the academic life of the institution and of the individual, some responsibility rests with the alumni, a little with the college administrative officers and the lion's share with athletic officers:

The responsibility to bring athletics into a sincere relation to the intellectual life of the college rests squarely on the shoulders of the presi-

Which One?

The College President—

Such rawness in a student is a shame
But lack of preparation is to blame.

High School Principal—

Good heavens, what crudity, the boy's a fool!
The fault of course is with the Grammar School.

Grammar School Principal—

Oh, that from such a dunce I might be spared!
They send them up to me so unprepared.

Primary Principal—

Poor kindergarten block-head! And they call
That preparation! Worse than none at all.

Kindergarten Teacher—

Never such lack of training did I see!
What sort of person can the mother be?

Mother—

You stupid child—but then you're not to blame,
Your father's family are all the same.
Shall Father in his own defense be heard?
NO! let the mother have the final word.

Bulletin of the Kansas Mental Hygiene Society

dent and the faculty. What ought to be done? The paid coach, the gate receipts, the special training tables, the costly sweaters and extensive journeys in special Pullman cars, the recruiting from the highschool, the demoralizing publicity showered on the players, the devotion of an undue proportion of time to training . . . these ought to stop and the inter-college and intramural sports be brought back to a stage in which they can be enjoyed by large numbers of students and where they do not involve an expenditure of time and money wholly at variance with any ideal of honest study.

Jobs for College Women

A NEW bibliography on Occupations for College Women commands unusual interest as the first publication of the Institute of Women's Professional Relations at North Carolina College for Women, Greensboro, N. C. (see *The Survey*, November 15, page 226), and as the first complete listing of available material in its field. The material is divided into twenty main fields of work for college women. There is also a section on Some Problems of Professional Women, and one on Vocational Tests. The bulletin was prepared chiefly with the needs of the college personnel office in mind, but it should also prove useful to bureaus of occupation, to sociology and economics classes, to Y. W. C. A. and trade union study clubs, and to kindred groups.

We Congratulate

THE many friends of *The Survey* whose names appear on the list of those given the degree of Doctor *honoris causa* at Columbia University's recent celebration of the 175th anniversary of its founding. One of the two women members of the university faculty so honored was Patty Smith Hill, professor of education, who once remarked that in her forty years of teaching she had never found time to stop and take a degree (see *The Survey*, September 1, 1927, page 506). Among others on whom Columbia bestowed a D.Litt. on this occasion were: Chester H. Aldrich, Dorothy Canfield Fisher, Bruce Payne, Meta Glass, Frederick P. Keppel, Felix Adler, John W. Cunliffe, John Dewey, John Erskine, Robert M. McIver, Paul Monroe and Henry Rogers Seager. Among recipients of a doctorate of science were Franz Boas, Frederick Schiller Lee, Dr. James A. Miller, J. Russell Smith, Edward L. Thorndike; and of laws, Richard T. Ely, Livingston Farrand, V. Everit Macy, Henry Suzzalo, Joseph P. Chamberlain, John Bates Clark, Franklin H. Giddings, Roswell Cheney McCrea, Wesley C. Mitchell, William Fletcher Russell, James T. Shotwell, Frederick E. Woodbridge.



WORK SHOP

Whittle Your Own News Pegs

By CLARE M. TOUSLEY

IT is hard for family social workers whose relations with the press are more or less limited to the perusal of the morning paper, propped up against the bubbling percolator, to believe there's news in their daily work. They will tell you that they have very few meetings of real local importance and as for their case work that must be kept confidential.

The writer has a good deal of sympathy for publicity people trying to dig news out of a case worker and for case workers who wish to protect their clients from exploitation and don't know what publicity people mean by news anyway. This sympathy comes from having been a member of both camps with the result that one is forced to see the difficulties of both. There is a way out, though, which will appeal to the social worker as well as the publicity man.

But that way out isn't stunt publicity, where somebody in the right political party is pictured eating a pie made by a class of underprivileged girls—nor is it insisting that the minutes of the annual meeting ought to make the front page.

No, the way out ought to be something more reasonable and more readable; and it lies in every case worker's top drawer. I believe that there *is* news in the things we do every day which social workers should make available for publicity purposes and which will not run counter to their convictions about betraying confidences. Social workers may not think these new things, for they forget that what is an old story to them is often news to the bulk of the lay public. The growing awareness of some case workers to the raw material which presents itself to them for interpretation each day, and their interest in voluntarily providing such subject matter for publicity is most timely; for in the development of social work since the war, I feel we have far outrun our public.

Unless all social workers soon accept as part of their function the daily discovery of interpretive material and the utilizing of every opportunity to get modern social work understood by every member of the lay public they bump into each day, then the annual reports of social agencies are going to show mounting red figures below the line. Where social work is understood it usually gets adequate support. When the budget has to be slashed and money borrowed, a social agency may well ask itself whether its workers, volunteers and board members are practising the belief that one of their greatest functions is

that of interpretation, carrying the community along in their thinking day by day.

But what if your agency can't afford a publicity person to whom the raw materials of interpretation can be turned over?

Most agencies do not have experienced publicity people attached to their staffs. Anything that is given the press must be figured out by someone trained *only* to do social work. Is there, then, anything he can take over from his social work technique that will help him in publicity? Fortunately, yes. In case work you size up your client to see how far along he has come in his thinking so that you know what you have to build on. In publicity work, the community is your client. How far along has its thinking come on social problems? If you try to get over too much in the beginning, more than the client can digest and understand, you are likely to overwhelm and alienate him. The first step, then, is right in line with a social worker's training: you diagnose your client, your public. You list the whole gamut of problems your client presents, but if you are a seasoned case worker you tackle only one at a time and build with a steady hand.

Why not list, then, in good social work style, the problems your community client represents:

Thinks we spend too much on overhead; we don't do anything preventive, just palliative; bound up in red tape.

Many more could be collected.

NOW comes a new step. News has to happen *yesterday*, *today*, or *tomorrow*. How can we interpret the three problems, overhead, prevention and red-tape—in a way that is news? This looks a lot more difficult than it is. All you need is a news peg on which to hang your ideas. If you haven't one on hand at the moment, just whittle one to order.

Let us whittle a news peg on which to hang an article that will meet the three common criticisms of social work listed above. Please note that it is the words in *italics* that make the story "news."

Peg I. Said the president of the Timbuctoo Society *in an interview yesterday*: "Last year we had . . . number of families who were charged entirely to 'overhead,' having received no money relief whatever, and we consider the 'overhead' expenses in these instances the best kind of welfare investment for the citizens of Timbuctoo to make. For instance, there came to us a family, etc."