

It was necessary to share tools and materials; the small space available for

the work shop forced them to think of the rights of fellow workers.

V. Chart Showing the Manufacturing Companies and Cost of Minimum Playground Equipment

APPARATUS	COST	MANUFACTURER
Giant Stride	\$ 95.00	Sutcliffe & Co., Louisville, Ky.
Horse Shoes and Stakes.....	5.00	Any hardware store
Sand Bin	2.00 up	
Seesaw (four board).....	115.00	Sutcliffe & Co., Louisville, Ky.
Slide, Small	15.00	Marshall, Field & Co., Chicago, Ill.
Slide, Large	30.00	Marshall, Field & Co., Chicago, Ill.
Swing—Lawn	15.00 up	Sutcliffe & Co., Louisville, Ky.
Swing—Set of 6.....	175.00	Sutcliffe & Co., Louisville, Ky.
Swing—Set of 3.....	115.00	Sutcliffe & Co., Louisville, Ky.

GLADYS GOODMAN

EDUCATION AS A NATIONAL ASSET

I HAVE been reluctant to accept the honor of your invitation to address your body, because I feel that no layman can instruct a great profession such as yours, whose traditions and skill have been builded upon a century of experience. Nevertheless, it is the duty of the layman to express the indebtedness which lies upon us to so great a body as yours.

About one-fourth of the whole population of our country is always simultaneously engaged in the same occupation—the job of going to school. It is the largest group in any one employment. To use a term of the Census, it is truly a “gainful occupation.” Moreover, as nearly the whole people have worked at it at one time or another, no matter how diverse their later life may become, they all have a common memory of the school yard and the classroom, and they all have a lasting affection for some teacher.

Not three other industries in our country can boast of so large a physical plant as yours. Hundreds of millions are invested in new construction every decade, and still, in commercial slang, you are behind your

orders, as witness the unsatisfied demand for seats in the schools of every city in the country. Yours is a big business. And it is big in its responsibilities and bigger in its possibilities than any other business ever undertaken by our countrymen.

No nation in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America has marched in advance of all other nations. To maintain the moral and spiritual fibre of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system.

Both as the cause and the effect the maintenance of our complex civilization now depends upon it. From generation to generation we hand on our vast material equipment, our knowledge of how to run it, and our stock of intellectual and spiritual ideas. If we were to suppress our educational system for a single generation the equipment would decay, the most of our people would die of starvation, and intellectually and spiritually we should slip back four thousand years in human progress. We could recover the loss of any other big business in a few years—but not this one. And unless our educational system keeps pace with the growth of our material equipment we will slip also.

An address delivered before the Department of Superintendence of the National Education Association, Washington, D. C., February 25, 1926.

*Our School System as the Foundation of
Our National Ideals*

To you school men and school women is entrusted the major part in handing on the traditions of our republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education. All this has been said often enough before, but it seems to me will always bear repetition. I may add that we don't expect you to teach the gamut of local, national, and international problems to children. What democracy requires is a basic training of mind which will permit an understanding of such problems, and the formation of a reasonable opinion upon them. That the resultant will in the long run be an enlightened public opinion is a hazard upon the intelligence of our race that we the believers in democracy are willing to take.

Democracy is a basis of human relations far deeper than the form of government. It is not only a form of government and an ideal that all men are equal before the law; it is also an ideal of equal opportunity. Not only must we give each new generation the ideals of democracy, but we must assist them to an equality of opportunity through fundamental educational equipment.

Some poetic mind called America the melting pot for all races; there have been some disappointments in melting adults, but none will deny that our public schools are the real melting pot. Under our schools race, class, and religious hatreds fade away. From this real melting pot is the hope of that fine metal which will carry the advance of our national achievement and our na-

tional ideals. You have the responsibility of making America one and indivisible.

The Character of Our Teachers

Such a result in carrying forward national ideals was bound to accrue from the nature of our educational system. It has called its teachers from the body of the people, and has commissioned them to teach the ideals of the great body of our people as well as the knowledge of the more favored few. It is, therefore, in itself truly democratic. This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of faith, of patience, of quiet competence, to achieve such a record as that.

Doubtless this means, also, that the profession attracts naturally the kind of people that ought to be in it—men and women of character and ideals, who love young people and who wish to serve the nation and the race. Teaching has always been an underpaid profession—though I do not admit that our rich democracy can any longer excuse itself for niggardliness toward those who so largely create its ability and upon whom its

whole existence is so dependent. Teachers always have preferred, and probably always will prefer, to lose a little money rather than to lose the chance to live so abundantly in the enriched lives of the next generation. They feel about their work as the critic Hazlitt felt about the conversation of literary men, "poor as it may be, once one has become accustomed to it, he can endure no other." I have never seen a teacher who left the profession, either a woman who married out of it, or a man who left it for other profession or business, who did not seem to hanker for the old scene where he or she was the leader of a little host that might contain in it the most important citizen of the world a few years hence. Certainly in your collective classrooms today sit practically all the leaders of tomorrow. It has been often said that one of you has a future President of the United States under training for his work; another has a future great artist, a great administrator, a great leader in science. To a mighty extent, that future flower in our national life will be the work of your hands.

The Stimulation of Ambition and the Creation of Character

Nor is it enough to have trained minds, or even to have implanted national ideals. Education must stimulate ambition and must train character. There have been educational systems which trained the intellect while they neglected character. There have been systems which trained the mind and debauched the character. And there have been educational systems which trained the body and mind and character to effectuate routine jobs while they failed to give either hope, inspiration, or ambition. There are countries whose school systems so depress ambition that the great mass accepts its absence not despairingly but gladly, where for any to attempt to rise above their groove is ridiculed even by their mates. Your results have surely been different. If there is any man in America so dead to ambition as not

to strive for a better lot, no member of Congress or officer of the Federal Government has ever met him. It seems to us at times as if every citizen of the republic had descended upon Washington, ambitious to get something better than he now has.

In the formation of character you have played a great and an increasing part. Your transformation from the spare-the-rod-spoil-the-child theory of character-building to that of instilling sportsmanship, leadership, and personal responsibility is making for character faster and better than ever before. I would not go so far as to say, nor, I am sure, would you claim, that you are altogether responsible for the distinctive virtues of the American character. You would yourselves refer to other influences, notably religion and the home, which share with you the responsibility for molding the characters of our young people. But certainly your part, as teachers, is very large in the result. There may be failures in character, and while the educated crook may achieve success as a crook, he does not secure honor or applause.

And I am less interested, as you are really, in the facts that you put into young folks' heads than in what you put into their spirits. The best teaching is not done out of a book, but out of a life; and I am sure that measured by this standard, it will be agreed that American teaching has been marvelously productive.

Some Economic Phases of Education

A century of scientific discovery has vastly increased the complexities of our national life. It has given us new and more complicated tools by which we have gained enormously in productivity and in standards of living. It has vastly increased the opportunities for men and women to attain that position to which their abilities and character entitle them. It has necessitated a high degree of specialization, more education and skill. It has greatly reduced the amount of human sweat. It has given the

adult a greater leisure which should be devoted to some further education. It has prolonged the period and widened the chance for the schooling of children. And from it all, your responsibilities have become infinitely greater and more complex, for you must fit each on-coming generation for this changing scene.

I could dwell at length upon the economic aspects and setting of our educational system. But I feel even more strongly the need of compensating factors among the nation's assets: learning and the development of science apart from material rewards, disinterested public service, moral and spiritual leadership in America rather than the notion of a country madly devoted to the invention of machines, to the production of goods and the acquisition of material wealth. Machines, goods, and wealth, when their benefits are economically distributed, raise our standard of living. But it requires the higher concept to elevate our standard of life.

The Educational System Has Proved Its Competence

In all these great tests of your work, the maintenance of our national ideals, the building of character, the constantly improving skill of our people, the giving of that equipment which makes for equality of opportunity, the stimulation of ambition to take advantage of it, no greater tribute can be paid you than to say that you are succeeding better than was ever done before in human history. No one pretends that the great American experiment has brought the millennium. We have many failures, but that great and fundamental forces like yours, coming yourselves from our people, are battling for moral and spiritual improvement is the high proof of the soundness of American mind and heart. It is not the occasional failure which counts; it is that the forces of right are vigorous and undaunted.

Future Development of the System

Our public school system cannot stand still in the form and character of its instruction—it must move forward with every advance in knowledge and it must erect additional bulwarks against every new malign social force. You are permitted but a short term of years in which to infiltrate a mass of ideas into each succeeding generation. Therefore our school system must utilize its intellectual and human material to the very best advantage. Probably the greatest lesson we had from the war was that of the better utilization of all our resources, whether human or material. Before the war many economists contended that any general war could last but a few months. They held that burning the candle at both ends by drafting millions of men away from production of food and other necessities into armies which were bent on destroying vast quantities of material, would shortly bring its own breakdown. But the war revealed that by better training and by the better utilization of men and material we could increase production and decrease waste. The impetus of this lesson continues with us still. One of its results has been to increase the desire for more education, and we are overwhelmed by the demands of our youth for further instruction. The astonishing increase in our high school and university attendance is but one of its results. With this has come a renewed earnestness of your profession to re-examine the basis of education to bring this instrument to bear more effectively upon the present world. Your efforts to solve the problems of misdirected education, of better organization of the school system itself, to vitalize its relations to the rural communities, to further integrate our educational systems into the life of the communities, and a host of other problems, are not only great services to the nation, but they are also proof of the vitality of your profession and of the fine acceptance of your responsibilities.

Hundreds of demands are made upon you to introduce new strains of instruction. I, myself, as head of the American Child Health Association, have been guilty of such requests. You cannot abandon the fundamentals of knowledge and training for the inclusion of everything, no matter how worthy. And most of us are willing to trust to your judgment upon our appeals.

In Summary

But after all, our schools do more than merely transmit knowledge and training; they are America itself in miniature, where, in a purer air and under wise guidance, a whole life of citizenship is levied experimentally with its social contacts, its recreations, its ethical problems, its political practice, its duties and its rewards. Ideals are developed that shape the whole adult life. Experience is gained that is valuable for all the years of maturity. I would be one of the last people in the world to belittle the importance of the exact knowledge that teachers impart to their pupils—as an engineer I set a high value upon precise information—but knowledge, however exact, is secondary to a trained mind and serves no useful purpose unless it is the servant of an ambitious mind, a sound character, and an idealistic spirit. The dangers of America are not economic or from foreign foes; they are moral and spiritual. Social and moral and spiritual values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use, and not abuse them.

I should say that your work, then, is of three categories: The imparting of knowledge and the training of mind, the training of citizenship, and the inculcation of ideals. I should rank them in that ascending order. And I should add that our nation owes you a debt of gratitude for your accomplishments in them.

HERBERT HOOVER

WHAT MAY DAY REALLY MEANS

The celebration of May Day as Child Health Day, first suggested two years ago by the American Child Health Association, has come to be widely accepted as an appropriate time to take stock of child health conditions in America and to plan for the future.

In looking about for ways and means to stimulate a permanent and effective health program, teachers may find much help in the suggestions for rural schools worked out by Dr. Florence A. Sherman, Assistant Medical Inspector of Schools, New York State Department of Education. It follows:

THE RURAL SCHOOL HEALTH PROGRAM

How the Trustee Can Aid

By interesting himself personally in the sanitary conditions and health equipment of his schools, such as the following:

Heating and ventilating with a ventilating jacketed stove (room heater).

Providing a thermometer for every classroom.

Providing window boards or screens, thus making good ventilation at all times.

Providing light from the left (window glass area allowed being one-fifth of the floor space).

Having the school building kept clean, scrubbed, aired; moist sweeping and dusting at stated intervals.

Providing seats and desks which are healthful, comfortable, separate and adjustable.

Supplying books which are clean, sanitary and attractive and so stimulating interest of pupil.

Supplying drinking water from a pure source, preferably from a sanitary drinking fountain; if this is not possible, from a porcelain covered water container.

Supplying individual cups, furnished by board or by child (state law).