

keeps an account of the minimum she has reached, the highest score she has made, and her extra points as determined from the average. She shows this card to the group leader, who after seeing her perform the requirements, checks the achievement off on her Group Leader's Card, shown in Figure II. This card is to be ready to be shown to the instructor at any time she may desire to see it. She determines the quarter's grades by the attainments and extra points recorded on them. The card shown in Figure III is the record card for the whole Senior class on which the groups of the different sections record their attainments. This card is mainly for the individual groups to see their standing as compared to the other groups.

These reports were read to the group, who after approving them formally accepted them as the plan for organizing the work during the Spring Quarter.

The group leaders were then chosen from the class in compliance with the accepted requirements for group leaders. There were five of these leaders in our class. They, in turn, chose their groups from the class as a whole until each group numbered seven including the leader.

Work began immediately—this being one of the many advantages of this plan. Each group goes to the Athletic Field at the regular time for the class meeting, under the direction of the leader. They work for minimums first, and then, those being checked off, for their highest scores.

Needless to say, this plan has been a tremendous success, for does it not embody all the ideals of any classroom procedure? Is there not sustained attention? Is there not the will to learn or do? Is there not ample provision for objective pupil activity? Are there not stimuli for achievement? Is there not a concrete goal in view? Is there not an opportunity for fair and square competition? Is there not an allowance for every individual difference?—And, conclusively, do not all these put together insure the highest aim of any and all educational processes—

*"Mens sana in corpore sano"?*

FRANCES ANNABEL DODSON

## MALNUTRITION AMONG COUNTRY CHILDREN

THE country, where man comes close to nature has always been considered a good place to rear children. Plenty of food, fresh air, and out-of-door exercise have been synonymous with country life. Hence the proverbial "bare foot boy with cheek of tan" has not had his share of attention in regard to nutrition. The war has helped bring this fact to proper consideration.

When thirty-five per cent of our boys were weighed in the health balance and found wanting, the question was "why"? The answer came back "Defects traceable to neglect in childhood!" What neglect of childhood could be worse than insufficient nourishment? Could any one let a baby starve, in a land of plenty? And yet that is just what we are doing and the sad part is, that most of us are unaware of what is going on.

However, thanks to a few far-seeing, intelligent, humanitarian Americans, such as Herbert Hoover, malnutrition in children has at last begun to receive the attention it deserves.

Since 1919-20, when the first survey was taken of child nutrition in a rural district, the country child is coming into its own. Maybe we have not realized that more than one-half (about 12,000,000) of the school children in the United States are attending rural schools. More than this, have we realized that these same country children are handicapped by more physical defects than city children including those in the slums? Statistics prove this to be a fact.

In New York state, from health examinations by the Superintendent of the Department of Education, it was disclosed that 87% of the country school children were defective in comparison with only 72% of the city school children. Cities grow, but fortunately their health precautions have correspondingly grown. The death rate in New York State is larger than that of New York City, the largest city in the world. So we conclude that the health of cities is often better than that in the country.

What has this to do with our subject? Everything! "If rural America is to continue to be the nursery of human life for the



nation, it must be healthful and attractive." Do not country children deserve at least as much health and happiness as city children? Are not country children entitled to as careful cultivation as crops and live stock?

This is our problem. Our phase of it in this article deals with malnutrition.

What is malnutrition? Dr. George Newman, chief medical officer of the board of Education (England and Wales) well answers this question. He says malnutrition is "a low condition of health and body substance. It is measurable not only by height, weight and robustness, but by many other signs and symptoms."

These "signs and symptoms" make a mal-nourished child, instead of being a happy, healthy young animal, have a bad color, sallow, muddy or even pasty; dark circles appear under the eyes; his flesh grows thin and flabby; the mucous membrane inside his mouth and eyelids is pale and colorless; his hair becomes rough; his tongue coats; his chest flattens and narrows; he may even have decayed teeth, adenoids and tonsils. Such is the heritage of a mal-nourished child. Is he not a poor specimen of American childhood? Yet fully 20% of all school children are suffering from malnutrition.

Children are considered mal-nourished when they are 10% or more underweight. This condition is a serious health defect in children. It produces "lack of vitality and ambition, lessened resistance to many kinds of disease, and interference with growth and development in mind and body." (from "Health Essentials for Rural School Children")

Let us look into actual conditions existing in our rural communities and find to what extent this evil appears there.

An experiment was worked out by a Red Cross nurse in a Kansas rural community. Despite the protests of parents that it was all nonsense about their community being unhealthful, this nurse upon examination, found that out of 3,632 children 2,317 were defective. Of these 836 were found to be underweight and 1,237 were suffering from malnutrition. These seemingly incredible figures are actual. This community awakened to the fact that farm children are not necessarily the healthiest of childhood specimens.

Too often the farm wife can get no help in the kitchen; too often the surroundings of the house are non-hygienic; too often there is not proper disposition of sewage and too often the well is not situated correctly. All these pertain vitally to the sufficient nourishment of the country child.

Another illustration may be cited from a report by J. E. McClland. He gained the statistics in 1920 from Cuyahoga County, Ohio. Here, out of 480 babies and children examined, 288 or 60% had impaired health. Of this 288, 151 were judged to be suffering from malnutrition. Fresh air and wholesome living conditions did not save these.

Thus we believe that our little city folks, with the advantages of baby dispensaries, medical inspection in schools, hospitals, dental clinics, fresh air camps, and Boards of Health, fare better than their isolated country cousins, away from good doctors and clinics.

Erie County, New York, realized the prevalence of malnutrition when she launched a health program in 1921. Now we shall read more astounding figures, but they do not falsify, as the preacher might say. From 5,085 children weighed and measured 917 or 18% were found to be 10% underweight and 570, 7%, making a total of 1507 children who were 7% or more underweight. The school authorities were the first to recognize the seriousness of the problem. In attempting to find out the food habits of the children the following were typical statements by their teachers:

"Bread and coffee constitute the chief diet of many of our children." "Dry bread and water is the lunch of many." "Many of our children use tobacco, tea and coffee." "Some of my children are taking canned milk. They say it is cheaper for them because their parents ship their milk to town." Are any of these statements indicative of proper nourishment in these country homes?

Let us visit for awhile with a field worker in a mountainous county in Kentucky, a distinctly rural state. The physical condition of this class of people was deplorable. "Lasses" and corn bread were their chief staples of diet, 28% only having a diet with constituents necessary to nourish the body. Other data gathered was: 56% of the families had no toilet; 56% had only wild blackberries as



fresh or canned fruit; 55% of children used coffee; 45% had insufficient sleep; 43% ate between meals; one mother saying that her son eats every time he comes into the house. Another saying, "I puts the eatins on the table but I don't pay no 'tention to what nobody eats!"

26% of these children did not bathe in winter. One mother admitted "no, I don't wash them plumb off, nary time all cold weather!"

From these statements and descriptive conditions is it little wonder that 40% of these children were poorly nourished?

You are probably sympathetic with these little mountaineers, but is it not just as important for the children living and growing up around us to be well nourished? Mountain mothers are not alone in their ignorance concerning a balanced diet for children. We must agree, for did not Kansas, Ohio, New York and Kentucky, all have high percentages of malnutrition?

Should not then, the country mother be informed on the most important feature in regard to the progress and improvement of her greatest asset—(as well as the greatest of the nation)—healthful children?

Dr. E. V. McCollum says, "The opportune time to attain the maximum benefits of proper nutrition is in prenatal life, and early infancy, and more education of mothers concerning the benefits derived by their children as results of right living on their part. We would call attention to the types of diets which succeed in the nutrition of man and animals. They are the strictly carnivorous type in which practically all parts of the animal are eaten; the type so common in the orient, that in which leafy vegetables, such as spinach, cabbage, lettuce, turnip tops, beet tops and other leaves find a prominent place in the diet and lastly the diet such as we use in America, containing liberal amounts of milk and other dairy products. The trouble is, we do not consume enough of the protective foods, milk and leafy vegetables. These are constituted as to correct the faults of a cereal, legume seed, tuber and meat diet, such as common in our country today. The sooner we carry this information to every child in the land and send it home to their mothers, the sooner

will we have started on the road to better health and better physical development."

When the country mother realizes these great facts, she will not allow her child to go off to school after eating butter bread and cereal for breakfast, with a lunch of preserve sandwiches and come back home to a supper of meat, bread and fried potatoes. This is known often to be the typical diet and all the time the mother is wondering probably why her child is underweight.

There are other ways of righting cases of malnutrition besides informing the mother. Dr. Emerson of New Haven believes in educating in health as well as in A. B. C's. His plan was to put theory into practice in a nutrition class. After weighing the children, in a particular school, and finding out which were really malnourished, he place these pupils in this nutrition class. It meets once every week; reports are called for and progress or loss tabulated. This wise Doctor uses tact in enlisting members in his class. He appeals to boys thus:

"Do you want to be a baseball player?"

"Sure!"

"Are you willing to train for it?"

"Sure!"

And so Dr. Emerson helps these boys and girls begin a fight which if successful means their own health and happiness and that of generations to follow.

There are still other ways of treating and preventing malnutrition — prevention of course is the more profitable process.

First, by correction of defects, such as nasal obstructions, adenoids, diseased tonsils and defective teeth.

Second, by plenty of sleep and rest, always with the windows open in the bed room. For a child with malnutrition—early to bed; one-half hour rest in bed in the day time and all the out-of-door air possible at all times.

Third, by the avoidance of over-excitement, worry, or other emotional disturbances, especially at meal time or just before bed time.

Fourth, by a sufficient amount of proper food, chewed thoroughly, eaten regularly, and never hurriedly. Some fruit or well cooked



vegetable every day. No tea or coffee for growing children.

Fifth, by a warm midday meal or lunch for all school children and one or two extra lunches daily until weight is up to standard.

(These points were taken from "Malnutrition"—a bulletin from the Dept. of Labor, U. S.).

These school lunches are being served, providing the child with those foods, which, necessary to proper nourishment, are lacking in his home diet; milk is sold in schools and the children themselves are trained from the very primary grades in foods and health. School lunch is a new problem the rural schools are facing. It should be a part of every rural school, fostered, owned and managed by the school authorities. Successful management could be insured by the co-operation of school authorities, teacher, pupils and parents. The school building should have a small kitchen, the cost of equipping which would only be about \$8 or \$10, excluding the stove. The parents could furnish the supplies and every one would be pleased with the results—better work from all pupils in the afternoon and gains in weight by the mal-nourished children.

Not only should school lunches be served but much can be done in educating even grade teachers so that their influence over pupils who never reach High School nor take a course in Home Economics would be effective.

The following statements of such grade teachers shows vividly this need:

"If you would ask me what we need in our schools I would say good teaching on eating. But I don't know how to teach it, so I just talk about being properly nourished."

"Oh, yes, I teach food. I tell them all about proteids, fats and all. Last week we talked about water giving vitamine."

"Some of the boys and girls, the puny ones, are beginning to believe in food. I have been helping them to plan menus and we are cutting out potatoes. You see they eat so much potatoes that they get potato poisoning. I just had to come right out and tell them not to eat potatoes."

"The trouble with so many of my children is they eat dandelions. Now anybody knows dandelions are bad for you." (Mother and Child Magazine, May, 1922.)

Is not such ignorance disgusting and appalling? Yet, they are actual statements from some Erie County teachers in New York.

Notwithstanding, much is being done to encourage the eating of proper foods daily. In New Jersey the city school children have a health parade. They impersonate certain vegetables and good foods, such as milk. The dairy authorities have floats and posters demonstrating the value of milk to children. Even a brass band headed the procession. Little Johnnie's and Mary's became personally acquainted with such good friends as "Bill" Beet, "Pat" Spinach, "Henry" Pea and "Sam" Bean, not to mention laughing at "Mrs. Milk Bottle" chasing off Mr. Coffee Pot and Tea Pot.

Could not a county interest its children in a similar way?

Not only has work been done educationally, but even charities have fought mal-nutrition. The American Friend's Service Committee acted the part of the "Good Samaritan" in a strike-devastated coal field region in West Virginia. After fourteen months on bread, and molasses the little children of these miners welcomed the sight of good rations in their dingy old barrels used as larders. The Friends realized the seriousness of the food situation as we read from their statements:

"Investigations by our representatives in the coal fields indicate that hundreds of children are without necessary food. Tuberculosis is developing among families dependent on the mining industry as a result of malnutrition. The American Friend's Service Committee believes industrial strife does not justify the starving of innocent people, while officials on both sides of the controversy are coming to an agreement, we propose to see that the little ones are helped to develop into normal men and women and thus become a real asset to society."

In this great field "white to the harvest" we already find consecrated people striving to prevent and remedy the evils of malnutrition. This work is not only making little bodies stronger, but the fuel, food, is keeping their little minds alight.

It has long been recognized that the child who is stupid in school is he who is mal-nourished. Long distances walked



to school, long hours of study, without even having had sufficient breakfast and probably having forgotten the lunch basket—all these make the rural school child's plight a sad one. No wonder they turn to stealing each other's lunches!

We are proud to say that through the U. S. Dept. of Agriculture and State Agricultural Colleges, working in co-operation with local communities, hot lunches are now served to 187,434 children in 3,308 rural schools; 10,592 children are buying milk for lunch and 3,241 rural schools obtain milk and serve it to 115,111.

Of course this is only a drop in the bucket compared to 12,000,000, but we are started and now we are looking for future "bearers of the torch."

Is not health better than life at the low tide of vitality? Are not sparkling eyes and laughter of childhood better than tear-stained faces and shriveled little bodies?

We pity, and subscribe funds for starving heathen; we neglect our own babies.

Parents, fathers and mothers, your children are your only chance for immortality here on earth—feed them wisely!

Citizens, American childhood must have its birthright—a chance to grow to strong maturity.

Senators, Doctors, Nurses, Dietetians, Home Economic teachers, the children of today as Herbert Hoover wisely says, "are the army with which we must march to progress!"

Many years have we had Departments of Commerce and Labor, but only recently one for our greatest factor in wealth—the growing American Child. Let us back the Child's Health Bureau! Let us breed more Washingtons, Lincolns, Lees and Woodrow Wilsons on our good old country's soil.

Clubs, organizations, health crusaders, health clowns, health leagues, newspapers, magazines, and motion pictures, each one, all, must not forget the country child!

"Our Commander" himself has said "Feed my Lambs!" Lest we forget!

GLADYS WAMPLER.

## CHANGE IN THE STANDARD FOR THE EDUCATION OF WOMEN

THE last eight or ten years will go down in history not only as a period of war, but a period when some of the mightiest forces of the past have been loosened. Among these forces is woman. Before now social customs have been such that, with but a few exceptions, she has not been able to realize the full possibilities of her life. She has been in a large sense or measure socially and economically independent, but now she is not only independent, but man's equal, his companion, his helper. Now women may enter any open avenues she wishes; professional life, business, politics, civil, social and religious service, all beckon to her. The part education must play is to lead women and direct them in all fields of work. This is true of the women of today, but let us look into the history of education of women from the beginning and see what changes have been made.

From the beginning of time until the present day women have played just as great a part in the history of the world as the men have. In the earlier days this was true; indirectly, due to the way women were regarded, they could not appear in public and were not educated as the men were. While this was true, some one was needed at home to give the training there and the women could do that. As time has gone on education has developed and women have been developing also.

The early Grecians did not send the girls to school. They were interested chiefly in the education of the boys. The girls remained at home and were taught by their mothers to knit, sew and to be strong and healthy in order that they might bear strong, healthy children. The education for the men centered around education for the state.

The education in Rome was centered around the church, and was religious in nature. For this to be accomplished the girls were sent to the nunneries. There they were taught such things as would educate their souls to be the temples of God. They were to hear or see nothing but that which belonged to the fear of God. No girl should have any knowledge of unclean words. She should study and when