

Under this head comes the observation of national holidays, birthdays of prominent men, better English week, and similar events. Fourth, programs by artists and specialists. Fifth, music assemblies.

Such an idea of a school assembly clearly illustrates what an asset it can be made. Many of the values of such a program are very evident. It gives practice in the organization and presentation of material. It puts the pupils actively to work and makes for quick thinking. The audience gets useful and interesting facts and an increased respect for subject matter. The assembly reacts directly on and stimulates work in the classroom. Then also there is developed a unifying influence so essential to community and national growth.

This newer and larger conception of the assembly is rapidly growing. Many schools are conducting interesting experiments and are getting splendid results. Progress is very noticeable, and many have caught the vision of the ideal which has been characterized as one of vital school meetings where pupils learn to share their interesting experiences, to express themselves intelligently, easily and naturally, and where they crowd toward higher standards of comradeship, citizenship and scholarship through co-operative efforts in school affairs.

It behooves those who are following the old path to arouse themselves and start actively to work on this new ideal which when achieved will mark a big step forward in school efficiency.

H. GRAY FUNKHOUSER

CONFLICT OF OFFICIAL OPINION ON RELIGIOUS TEACHING

Use of schoolhouses in Utah for religious instruction, specifically by the Mormon Church, is forbidden by State laws and the State constitution, according to an opinion rendered by the Attorney General of the State, himself a Mormon. On the contrary, Dr. C. N. Jensen, State Superintendent of Public Instruction, has recently advised a school board that such use of school house is permissible. Under the status of Utah the State Superintendent is legal adviser to all school boards, and his advice will govern the boards unless prevented by judicial action.

REPORT OF THE MEETINGS OF THE AMERICAN HOME ECONOMICS ASSOCIATION

THE American Home Economics Association met in New Orleans December 28, 1923, to January 4, 1924. The members of the association were welcomed most cordially by Miss Cleora Helbing, Louisiana State Supervisor of Home Economics, Mrs. P. J. Fredericks, who represented the women of Louisiana, and by Mrs. Jesse Penrose Wilkinson, President of New Orleans Federation of Women's Clubs.

No stone was left unturned in planning for the entertainment of the city's guests. Never has the American Home Economics Association met greater hospitality than was shown in New Orleans at the recent meeting. Great care had been taken to plan recreation and sightseeing tours between programs. On Saturday night, Louisiana was our hostess at a banquet given at the Southern Yacht Club. Sunday morning we were piloted through the old French Quarters by New Orleans women who pointed out the places of interest. In the afternoon the Parent-Teachers Association took us on an automobile trip through the parks and residential sections. From this we went to the Joseph A. Craig School, where an exhibit of Home Economics and Industrial work of the negro schools had been arranged. On Monday afternoon our hostesses took us for a trip in the harbor, second port of the United States. This gave us a real opportunity to get acquainted. Another trip of interest was a visit to the School of Art at Newcomb College. Many of us took advantage of the opportunity to visit New Orleans' two big vocational schools, Delquado for boys and Nicholls' for girls.

The Association held its first meeting at the Roosevelt Hotel Friday evening with an audience of more than four hundred. "Parenthood, a compulsory course in schools and colleges," was advocated by Miss Alma L. Binzel, assistant professor of child training in the University of Minnesota. Miss Binzel explained how this was possible through the Shepherd-Towner Infant and Maternity—Hygiene bill.

Dr. Alice Blood, president of the Association, gave an interesting address on the need of women for training in the making of better homes.

"The importance of this question should resolve itself into a national movement," said Dr. Blood. "It is an obligation on our part to interest ourselves in all movements affecting the greatest of all institutions—the home. And as the child is one of the home's greatest possessions, the community should count on us for the promotion of all measures of child welfare."

Foods and Nutrition Section

One of the most interesting sessions was that of the Foods and Nutrition section. Dr. Amy L. Daniels, of the University of Iowa, talked from her own experience on food needs of children. She emphasized the value of cod liver oil for the artificially fed baby—in fact Dr. Daniels said, "We are going back to cod liver oil in therapy. We've come to the point where we never treat an artificially fed baby, even if its food is cow's milk, without cod liver oil. Half a teaspoon is excellent for older children twice a day." It was found that children who take cod liver oil have greater resistance toward infectious diseases.

"Children, who are wrongly fed," says Dr. Daniels, "are more susceptible to colds and other respiratory diseases, whereas children who have the necessary elements in their food are affected lightly or not at all."

It has been found that the well child who does not eat enough often fails to do so because the proper food is not put before the child. Poor appetite is often due to the lack of such foods as fruits, orange juice, and vegetables which stimulate appetite. Dr. Daniels placed great emphasis on milk in the diet. She was convinced, in feeding a large number of children, that every child needs a quart of milk a day, also that we have been feeding children too much cereal and bread. The following is the diet found to be satisfactory by Dr. Daniels in her experimental work: (1) a quart of milk daily (2) one serving of semi-refined cereal once a day (3) one serving of bread at each meal (4) a serving of potatoes, not exceeding one half cup (5) an abundance of vegetables, three servings of one kind or one serving of three kinds, not including potatoes or corn

(6) three servings of fruit or three kinds of fruit, one of them raw. If the child wants more food, then provide more bread and cereals, but the child should not be allowed to satisfy the appetite on bread and cereals first. Dr. Daniels condemned the meat, bread, potato, gravy and milk type of diet because it excluded fruits and vegetables.

Dr. Katharine Blount of the University of Chicago discussed points to be emphasized in teaching nutrition in college. Dr. Blount advocated vitalizing nutrition teaching by making it a matter of personal health, then applying it to the community. Stress was placed on the fact that it requires more skill to teach laboratory work than lecture work, for if the work is done with the hands only, and not the brains, it is without value, allowing students to develop habits of poor technique which are very difficult to break. Dr. Blount feels that in elementary work students should develop a scientific attitude toward research which will broaden their vision and develop laboratory technique. As the subject grows the emphasis changes, but the fundamental principles remain the same. Dr. Blount pointed out that we need to know more about what superior children eat, both in quality and quantity.

Miss Ada M. Fields, of George Peabody College, told of a project with underweight college women. The nutrition department, the director of physical education, and the medical examiner co-operated in studying a group of underweight college women, with the idea of bringing these young women up into the normal weight zone. Nineteen underweight young women who were passed upon by the medical examiner as being free from physical defects, were selected. Sixteen of these volunteered, and thirteen saw the experiment through. At the first meeting of the group a record was made recording height, age and weight. A time record was made by each student of a typical day. Each student also made a typical day's menu. Individual conferences were held with the nutrition director, in which the habits of living and diet were discussed with suggestions for improving them. Students were shown how to work out their daily fuel requirements and asked to keep a record of all food eaten. Some of the food requirements were: a pint of milk a day, and three vegetables every

day. Sufficient rest, sleep, recreation and exercise were required. The group was weighed weekly. The conclusion drawn was that students who were free from physical defects could gain from one-half to three pounds a week over a long period by increasing their food intake and improving their habits of living.

Miss Jessie Hoover of the Dairy Division of the U. S. Department of Agriculture gave an interesting talk on "Milk for Health" campaigns—how they are organized and carried on. The chief committees suggested for the carrying on of such a campaign were the School Activities Committee, Publicity Committee, and the Program Committee. Good speakers are secured, use is made of milk films, and exhibits are procured. In the study of milk, children make many attractive and instructive posters. Merchants in the town become interested, and such advertisements as "Drink milk and grow a Foot—we furnish the shoes" appear on the screen and in the daily papers. The value of such a campaign is the reduction of malnutrition twenty per cent and the milk campaign was considered a big contributing factor.

Miss Nellie Fitzgerald, of Knoxville, gave a report of the nutrition program in that city. In the elementary grades the aim is to establish health habits; in the upper grades, students are taught more of food values. Miss Fitzgerald reported that the two chief causes of malnutrition in children who were free from physical defects were lack of sleep and an inadequate amount of food. In cases where children fail to gain over a period of a month, the grade teacher reports to the nutrition worker who investigates in the home.

How Research Fields Affect the Home

At the section on "How Research Fields Affect the Home," Dr. Amy L. Daniels talked on the relation of the Home Economics teacher to the Health Program. She brought out the fact that diabetic children under her observation were found to eat a diet very high in carbohydrate. She suggested these two questions as offering opportunity for research: (1) Does the diet high in carbohydrates poison the child? (2) Or does the diet high in carbohydrates crowd out other

foods? The question of who should carry the message of health was discussed here from the standpoint of the home economics teacher, the physical education teacher, the grade teacher, or the school nurse. There was some difference of opinion, but it was generally agreed that all should share the responsibility. There are two distinct advantages in having the grade teacher do it; she has the opportunity to correlate health with other subjects and she has constant contact with the children, which is so essential to the formation of habits. On the other hand her knowledge of nutrition, which is a big feature in health work, is usually quite limited. Dr. Daniels was of the opinion that the home economics teacher was better prepared to do the educational phase of the work and that the nurse was better prepared to go into the home; and that malnourished children should be treated as special cases. This with additional work given under direction of the physical instructor and with the help and follow-up work of the grade teacher should put over a good health program.

Dr. I. I. Lemann, of Tours Infirmary, and Dr. Oscar W. Bethea, of Tulane University, made interesting contributions from the medical profession. Dr. Lemann talked on the use of insulin in diabetes.

"Insulin is not a cure," said Dr. Lemann, "but a substance furnished to the diabetic which enables the patient to use carbohydrate food. It does not do away with the necessity of diet, but it is the duty of the doctors and dietitians to teach patients the best diet. As far as we now know, patients will have to continue to use insulin always. There is a faint hope that if we get the disease early enough, it may effect a cure. Insulin must be given hyperdermically. The dose depends on age, size, progress of the disease, and amount of food taken by the patient. There is a definite relation between the amount of food eaten and the amount of insulin taken."

Dr. Bethea believes that starvation in the South is due to four causes: poverty, ignorance or indifference, willful starvation, and faulty education. He would give to women these two slogans, "More Rest In doors," and "More Exercise Out-of-Doors." And to the men; "Less Dissipation in Eating," and "Eat More Slowly." Dr. Bethea emphasized the fact that the answer to the whole problem is Education. He feels that

diet must be taught to all, from the standpoint of health. Dr. Bethea stressed the value of diet in the prevention and cure of so-called "deficiency diseases" and urged the liberal use of citrus fruits, leafy vegetables, and milk in the diet.

Homemaker's Section

In the Homemaker's Group, Miss Adelaide V. Baylor, Chief of Home Economics Education of the Federal Board of Vocational Education, told of the work which is being done by the 18,000 women who are enrolled in evening home making classes. In organizing this work, a committee is first formed to study the needs of the community. An advisory committee consisting of three to five members of local citizens is formed to advertise and push the work. It has been found most satisfactory to give the work on the short unit plan, issuing some sort of a certificate for a certain number of meetings attended. The course given depends on the group taking it. The women are helped to analyze their needs, and adjustments are made accordingly. Special devices are used to increase and hold the attendance. A small fee is usually charged.

Our Allies in the Textile Field

Miss Nellie Crooks, head of Home Economics department of the University of Tennessee, gave a brief report of the work done by the Standardization Committee.

Tests for weaving qualities made on the abrasion machine were reported. Plans for testing wearing qualities of sheets were stated, co-operation of institutions was sought. This plan involved the purchasing of sheets made from certified material, subject to specified wear and laundry conditions. Standardized tests are to be made at regular intervals. Those interested and willing to co-operate in this undertaking were urged to write Miss Lindsley of the Grace Dodge Hotel, Washington, D. C. Another project suggested was testing the wearing qualities of ready-made underwear. Miss Crooks read a report on how the section had cooperated in efforts toward standardization of the Department of Commerce. A "blanket conference," at which the section was represented, was held in February with a view to giving the housewife standard blankets just as the builder has standard size materials. The suggestion was made that the conference

be asked to formulate standard tests to be used in buying blankets. It was decided to ask the association to appoint a committee to make suggestions with regard to the standardization of other home necessities.

Miss Isabel Craig Bacon, special agent of Retail Education, of the Federal Board of Vocational Education, discussed training for an appreciation of merchandise values. She told of the educational departments which are being established in retail business to train their saleswomen for better service. Through the saleswomen this information is being passed on to the consumer. Such practical problems as merchandise values in relation to price; trade names, what they stand for, and what can be expected of the product, and other similar problems are studied.

Senator Joseph E. Rousdell, of Louisiana, in his address on the American Home took a decided stand against the modern misuse of the automobile for joy-riding. He condemned it as a serious menace to the prosperity and stability of the American home, showing how it practically divorces the younger members of the family from the fireside.

Home Demonstration Work in Devastated France

Miss Ola Powell, of the U. S. Department of Agriculture, gave some of her experiences in reconstruction work in France. This was the first work of the kind which was attempted in France after the war. It was most graciously received by home economics teachers and women of the rural sections. Small groups were organized for short courses; members of this group were enrolled on condition that they would go out and teach others. Clubs were formed for girls and women. Production and conservation were stressed. England sent over a car load of pigs as a gift. These pigs were distributed to farmers on condition that a pair of pigs from the first and second litters were to be returned to the government for distribution. Farms were stocked with chickens and rabbits in the same way. Miss Powell was impressed with two things in her work with French women: (1) the high standard maintained by them—they were not willing to put their stamp of approval on anything which did not represent their best effort, (2) their love of creating something perfect.

Home Economics Education

Miss Clara Brown, of the Home Economics department of the University of Minnesota, told what had been done with home economics tests in that institution. She predicted the time would soon come when home economics students in colleges will be classified according to scientific measurement tests instead of on the basis of high school credits. Results from tests the last year and a half showed need for certain changes in educational procedure. Miss Brown was heartily applauded when she declared that subject-matter should not be determined by the arbitrary laying down of objectives. She urged teachers present to give tests at their institutions with a view to learning what she termed the important thing—what the children can do—not what we want them to do. Students testified that the tests were valuable to them when given at the beginning of a course because it gave them a definite idea of what to work for. Some essential points in giving tests as brought out by Miss Brown were: (1) Decide on subject matter to be tested and select important points. (2) Avoid "completion form," as it is difficult to score. (3) In using alternate choice, be sure that only one answer is correct. (4) Set a time limit. (5) Judgment can be better tested than in the essay type. (6) Test for information, judgment, organization, or skill.

The outstanding points of Miss Daisy Kugel's paper were: (1) All teachers in teacher-training institutions should make a contribution to education through their methods of teaching. (2) Students should see only the best methods available. (3) Encourage use of socialized recitation. (4) Modern teaching requires use of illustrative materials. (5) Correlation between home economics and health.

Business Section

At the business meeting held on the last day of the conference, a total registration of 508 was reported, with eight of the nine officers and thirty of the forty-two state councilors present. The Fess Amendment providing increased funds for home economics work was read and every member was charged with the responsibility for its support

and was asked to enlist her congressman's aid for its passage.

The by-laws were amended to permit nominations from the floor in addition to the ticket put up by the nominating committee so as to cancel the possibility of a "dark horse" on the ballot. Elections will take place at the Buffalo meeting in June. Application made by the business representatives in home economics to form a section was granted.

PEARL POWERS MOODY

THE BATTLE FOR A DEPARTMENT OF EDUCATION

THE supreme struggle of the war emphasized and intensified educational weaknesses which were already evident in inadequate salaries and a tremendous shortage of trained teachers. The profession itself was the first to recognize the growing needs of education. The National Education Association responded in 1918 by appointing a commission to study all phases of the problem. The commission included members appointed by the Association itself and also by the Department of Superintendence. The Executive Committee on February 25, 1918, decided that the new agency should be called *The National Education Association Joint Commission on the Emergency in Education and the Program for Readjustment During and after the War*. Its members were drawn from all sections of the country and from every phase of educational work. The Commission rendered immediate service by co-ordinating war activities in the schools. It made a careful study of the educational situation throughout the Nation and found the following outstanding needs which called for legislative effort.

The need for arousing the people of the Nation to an appreciation of the seriousness of the situation. If education was to have the funds and public consideration necessary to enable it to keep pace with other phases of our life, it must have larger recognition from the Government itself. The Commission therefore, proposed to create a Federal Department of Education with a secretary in the President's Cabinet, which would give education the prestige and public attention that go with the Cabinet position.