

and Sciences, Philadelphia Forum, Goodwyn Institute, Lowell Institute, Cooper Union, and their prototypes in all parts of America. The University Extension movement is Holbrook's plan carried out by a University. The Chautauquas are Holbrook's Lyceum dressed in summer clothes. The Institute of Politics at Williamstown, Mass., and similar organizations are unconsciously doing the thing that Holbrook advocated for his International Lyceum.

A great-granddaughter of Josiah Holbrook told me a few weeks ago that when Holbrook's young wife died in 1820, he stood at her grave and sang her favorite hymn—and was never known to sing again. I believe that the loneliness of his heart and the affection he would have given to her had she lived, has found overflowing expression in the movement he started a century ago, a movement that has enriched the spiritual, intellectual, and cultural life of all America for a hundred years. His work sang for him. And it is still singing in the hearts of people every day, in our busy cities, as well as in the small villages and hamlets stretched from the Yukon to the Mississippi Delta and from Hawaii to the easternmost point of Maine.

LOUIS J. ALBER

UNCONQUERED FRONTIERS

GEOGRAPHICAL frontiers have vanished, but an unconquered frontier exists wherever knowledge and practice based on knowledge stop. To extend the frontier of knowledge and practice in the care of children was the purpose of the recent White House Conference on Child Health and Protection called by President Hoover." In these words, Secretary of the Interior Ray Lyman Wilbur, the Chairman of the Conference, challenges citizens to see to it that childhood in the United States shall profit by the most extensive and profound single effort ever

made by a nation for the health and protection of its children.

Pushing back the borders of the unknown in helping each child to develop to the full his abilities and character was the task of the Conference. In the spirit of pioneers the 1200 members not only gathered existing knowledge but undertook many original studies of influences affecting the development of children in our complex industrial civilization. The Medical Section's report will not be complete until February, 1931, so extensive is its investigation of the dependence of the child's physical condition on that of its parents, and of the interrelation between physical care and mental and emotional development.

Just how American children are going to develop into healthy citizens when at least 1,500,000 children every year are reported as suffering from a communicable, which in most cases means a preventable, disease, was one of the questions raised by modern pioneers in the Public Health Section of the Conference. Fifteen per cent of the total deaths in this country every year are caused by such diseases. Of the million children with weak or damaged hearts, of the hundreds of thousands with impaired hearing and the thousands with defective eyesight, many have become thus handicapped as a result of communicable diseases. From fifty to seventy-five per cent of the nation's crippled children owe their condition to infantile paralysis and tuberculosis. In the prevention and control of communicable disease there are still frontiers to be conquered.

Other evidence of inadequate public health measures in many sections of the country, especially in rural districts and small communities, exists in the record of two hundred and fifty-eight milk-borne epidemics during the past six years. The children of the nation are not yet protected as they can be from such diseases as typhoid fever, scarlet fever, septic sore throat, and

diphtheria. Pasteurization of milk and immunization against disease are weapons of the new pioneer which are still unused by many of our people.

Another frontier is presented by the six million improperly nourished children in the United States. This, the Conference finds, is due rather to lack of knowledge than to poverty. Every child, for instance, is getting on an average but little more than a pint of milk a day. According to scientific studies, the growing child requires at least a quart of milk a day for the building of bones and teeth. If the future citizen of America is to realize the potential size and strength of his physical endowment, the American child today must have both safe milk and more milk.

The progress of each child in achieving the full capacity of his abilities and character was studied by the remaining two Sections of the Conference—on Education and Training and on the Handicapped Child. Since a child's education begins the moment he is born, since most of what he learns and most of the training he gets during the first six years of his life take place in his home, since physical ills and unhappiness in later life often have their beginnings during this early period of childhood, parents need to be pioneers. Whether they take advantage of the parent education movement or consult specialists, parents who secure and use the best knowledge available concerning the influence of the family upon the development of the child are engaging in an undertaking greater than the extension of any geographical boundaries.

According to the experts, the American family is failing, especially, to teach the child a sense of values. In the thousands of homes visited by members of the Conference it was found that most of the children had five types of toys, but that only a fourth of them had stories read to them or told them. Half of the homes in America have less than fifty books and three-quar-

ters of the homes have less than a hundred books. Yet, as the Conference points out, next to persons, reading has the greatest influence on character.

The happiness of American families, under the strain of present day living, depends far less on the use of modern plumbing and period furniture than on the value put on human relationships. "If a child's parents are happy in their adjustment to each other, if they are working hopefully toward the fulfillment of an ideal of living, if they love their children with a sincere and unselfish love, in short, if they are well-balanced individuals, gifted with a certain amount of insight, they are apt to provide the child with a wholesome emotional background which will contribute more to his development than mere material advantages." From his family and from the example of their lives the child adopts the ideals and the attitudes toward things and persons which will guide him to future happiness or misery.

Knowledge of human beings, however, is a field which needs further exploration by teachers as well as by parents. In American education, the Conference stated, the emphasis needs to be shifted from information to appreciation of values in human life. There has been too much teaching of facts, too little development of character. To quote President Hoover again, "Children must not be regimented to a single mold, or the qualities of many will be stifled; their varied personalities and abilities must be brought fully to bloom."

To provide educational opportunities for every child throughout the United States and its dependencies and at the same time to encourage the development of each child's special abilities require adjustments in the school system. Training programs which will assist the handicapped child to become a self-supporting citizen, and which will enable the gifted child to become a leader of men and women have yet to be

worked out—a task calling for much ingenuity. That first steps have been taken in the formulation of modern educational methods and of effective means of vocational guidance, offers evidence of the pioneer spirit among those who aim to teach children not merely how to make a living, but how to live.

Yet the best that the home and the school can do is not enough. More than forty per cent of the time of childhood and youth up to eighteen years of age is spent outside the home and school. Discrimination in the choice of companions during this surprising amount of leisure time depends in large measure on the sense of values which the child acquired from his parents in his early years. His recreation, too, during these hours will be governed by the same influences as well as by the organized activities in the community. Commercial pioneering has brought motion pictures before 115,000,000 persons each week, at least one-third of whom are under sixteen years of age, and has sold 13,478,600 radio sets. Other and unselfish pioneering on the part of community groups is necessary if these commercial amusements are to add to rather than take away from the well-being of American children.

That something serious must be lacking in the well-being of many of the nation's children is shown by the records of the juvenile courts. Two hundred thousand young people were arrested in 1928 for transgressing the law. Though physical defects sometimes have a direct relation to delinquency, its beginnings may be more often traced to behavior problems which in early childhood and during school years were neglected or handled unwisely by parents and teachers. In modern life, guidance is especially necessary to help the child adapt himself to the difficulties of living with other human beings. Two generations ago a boy who surreptitiously enjoyed the fruit of a neighboring farmer's orchard was

admittedly normal. Today a boy who attempts the same prank in a crowded city on detection may become a delinquent. Only when "the problem child" becomes "the problems of the child" can the growing number of juvenile delinquents be reduced.

These are but some of the points emphasized at the White House Conference. The detailed findings will fill many volumes, for judges, doctors, nurses, health officers, psychiatrists, welfare workers, and teachers were agreed that health implies wholeness, meaning the growth of the child in his complete endowment—physical, mental, emotional, and spiritual. The responsibility for directing this growth lies first with the family. It is shared, however, by all adults in the community because the example of their lives unconsciously is woven into the lives of the future generation. The citizens of today are building the nation of tomorrow. If their performance has its roots in the pioneer spirit which is their heritage, they will, by wise and full development of the resources available in each individual child, conquer the frontiers still existing in the childhood of this country.

AN ARGUMENT

"Mr. Peter said plainly that the rod only was the sword that must keep the school in obedience and the scholar in good order.

"Mr. Wooten said: 'In mine opinion the schoolhouse should be the house of play and pleasure, and not of fear and bondage, and therefore if the rod carry the fear of the sword, it is no marvel that those who are fearful by nature choose to forsake the play, rather than to stand always within the fear of a sword in a fond man's handling.'

"I said: 'Young children were sooner allured by love, than driven by batting, to attain good learning.'"—*Extracts from "The Schoolmaster" (1750) by Roger Ascham, Tutor to Princess Elizabeth.*