School Programs for Thrift Week

Benjamin Franklin, born January 17, 1706, was among his numerous other great capacities the great exponent of thrift. Educators have come to realize the value of year-round encouragement of thrift practice. National Thrift Week marks the beginning and stimulus to another year's continuous effort toward building substantial citizens by the right use of money through thrift habits.

There are many possibilities available for resourceful school teachers to make thrift lessons interesting and valuable to children. Primary boys and girls can be told about Franklin's life, wisdom, and frugality; can draw pictures illustrative of some phase of Franklin's life; can prepare a table project showing a scene from Poor Richard's existence; and can act a play from the story of his paying too much for his whistle.

In the grammar grades, correlations may consist of reading parts of Franklin's "Autobiography"; writing compositions on any of Poor Richard's proverbs; placing a different proverb each day on the blackboard; giving practical problems in arithmetic illustrating accumulation of savings and planning for future; encouraging all to observe Franklin's birthday by making a deposit on Bank Day; giving a simple play featuring Franklin's practices of thrift; and discussing changes in living conditions which have taken place since Franklin's day.

An outline of possible activities for the observance of National Thrift Week by junior high and high schools includes: Monday—ceremony celebrating anniversary of Benjamin Franklin's birthday; Tuesday—National Budget Day—explanations of and practice in making personal budgets; Wednesday—National Make-a-Will Day—explain what a will is and its importance; Thursday—National Life Insurance Day—explain principles and values of life insurance, sick benefits, method of saving; Friday—Own Your Home Day—value of saving for this purpose. "There's no sentiment about a bundle of rent receipts," said Herbert Hoover.

Talks on Thrift might include the following subjects: "What Is Thrift?" "The Habit of Thrift," and "A Budget."

Under the subject, "What Is Thrift?" the principles of economy combined with industry and foresight might be stressed. Thrift is planning and looking forward to the betterment of one's self, spiritually, mentally, physically, morally, and financially. Thrift provides the necessities and some of the luxuries of the present, and lays by regularly a certain amount for the future. Thrift is success. Thrift is living.

"The Habit of Thrift" might be considered from the following points of view. Economy is a habit acquired by practice. Anything we practice over and over builds a habit that makes it more easily done each time we attempt it. As we form the habit of saving we find it easier to practice. The habit of saving can be won by putting aside small sums as well as large. Well established saving habits automatically build a foundation of security and peace of mind.
Talks on "A Budget" might include such thoughts as: A budget directs savings and serves as a constant reminder. A budget shows just how much money is on hand to cover all needs. Many people spend hours, days—even years—planning their lives, but allow money, on which success or failure often depends, to remain a matter of impulse. No person is too young to keep a budget, nor is any income too small to be budgeted.

ELIMINATION OF UNQUALIFIED TEACHERS

Are there too many teachers? Too many people with teachers' certificates, perhaps, says President George Willard Frasier, Colorado State Teachers College, who ventures a guess in the December Journal of the National Education Association that "if we could replace all uneducated and unsuccessful teachers in the schools of America, there would be no surplus."

The present teacher unemployment calls for the adoption of a new policy of selecting teachers, thinks President Frasier. He condemns the practice of certification without any real professional training, a practice which has been followed for many years in some states. Believing that the present situation offers an opportunity greatly to improve the quality of teaching, he enumerates the following methods, proposed to reduce the number who seek teaching positions to an employable and effective force: limit student admissions to teacher training institutions; eliminate incapable student teachers during the training process; replace the unqualified teachers who now have jobs with those who are trained.

The application of each of these methods has its difficulties, according to President Frasier. It is difficult to limit enrolment on the basis of the number of teachers needed, because the future demand for teachers cannot be predicated accurately. Teachers move from state to state. Changes in economic conditions affect the number of teachers which a state may employ. There is no way to foretell the number of students enrolled who will fail or of those who will choose some other occupation than teaching even after they are trained for it.

The plan to eliminate, during the training process, those who are unfit for teaching is hard to carry out because the criteria developed for measuring the qualifications of teachers are inadequate. No one knows the best combination of skills, ideals, or information which go to make up the highest type of successful teacher.

President Frasier advocates the law of survival as one of the most practical helps in keeping teacher supply consistent with demand. He says, "Thousands of poorly prepared and unsuccessful merchants, farmers, lawyers, and doctors are forced to give up their occupations because they cannot stand the competition of those who are more intelligent or better prepared. Teachers should not be afraid to stand the same test."

HOME ECONOMICS NEEDS DIFFER WITH SIZE OF COMMUNITY, SURVEY SHOWS

The need for training girls in buying food for the family, selecting and buying their own clothes, selecting house furnishings and equipment, and other home making problems, is emphasized in the annual report of the home economics service of the Federal Board for Vocational Education.

A survey of studies in home economics conducted by the Board shows that most of the girls being reached by home economics courses in the sections covered by the studies are buying food for the family and so need help in determining what expenditures for food are best when the income is limited, and that they should be taught the practical and satisfying use of money in selecting different kinds of clothing as well as the selection of home furnishings and equipment. The Board's survey of studies
showed further that the number of activities performed by girls in rural districts are greater than those performed by girls in large communities; in other words, the number of home activities increase with a decrease in the size of the community in which the girl lives.

This situation, the Board’s annual report explains, suggests adaptation of the programs of home economics education in the smaller town and rural communities, to the increased home activities of the girls in the classes. It also suggests the possibilities for more and varied home projects in connection with home economics instruction that will create and intensify interest and enlarge ability in the discharge of home responsibilities already assumed by the girls.

READING MATTER FOR THE BLIND

The movement to provide the blind with Braille reading matter has met with gratifying success during the past year, according to the American Braille Press for War and Civilian Blind. Books, magazines, and music published by the organization have been distributed among libraries and institutions for the blind in eighteen different countries, including more than fifty cities in the United States. Three monthly Braille magazines are published in English.

An important achievement during the past year was the completion of the enormous task of publishing in Braille the well-known French dictionary, Petit Larousse. The Braille transcription is composed of twenty large sized volumes of 200 pages each; the inkprint edition is about half the size of one Braille volume, as shown in a photograph. The Braille dictionary has been sent, free of charge, to public libraries, schools for the blind, and blind scholars throughout the world.

The strong taste for adventure stories on the part of the blind has been recognized in the selection of novels which have been embossed in Braille. The titles include “The Count of Monte Cristo,” by Dumas, in twenty-one volumes; “The Sea Hawk,” by Sabatini, in four volumes; and “The Rover,” by Joseph Conrad, in three volumes. Other authors, however, are Willa Cather, Knut Hamsun, Anatole France, Leon Tolstoi, and Mark Twain.

THE READING TABLE


The first volume in a series of five announced for publication during the next three years contains addresses delivered at the dedication of the School of Education Building, New York University. There are chapters by seventeen able writers, each endeavoring to show the impossibility of separating physical and mental activities.

The introduction contains chapters on An Interpretation of Physical Education by Jay B. Nash, and on The Oneness of Mind and Body by L. Vosburg Lyons. The remainder of the book is divided into sections on life as bio-physical mechanism, life as a bio-chemical mechanism, health as an interpretation of the living organism, character, leisure time, art as an expression of the fullness of life, physical and health education as a profession, and the administration of health and physical education.

Students and teachers of health and physical education will find this volume of great help in analyzing objectives and in viewing the relationship of physical to other activities.

Physicians and educators have combined in the second volume to present the various types of tests, examinations, and procedures which are necessary to determine the condition of an individual and to establish a basis for educational guidance with particular emphasis on the types of examinations the physical educator can make and with attention to the administration of these examinations.

A. L. J.


Administrators, whether in the field of physical education or in the field of general education, will find this book most useful both from the standpoint of a summing up of procedure as used in various places, and also from the standpoint of objectives scientifically discussed, and suggested procedure for accomplishing these objectives clearly given. This is a valuable addition to the field of education, as well as a nice piece of book-making. It is written by an author of comprehensive and successful experience.

There are five divisions of the content. The introductory Part One contains chapters giving the relationship of physical education to general education, difficulties in the path of unified administration, and a master plan for centralizing administrative authority. Part Two deals with the se-