

lessons. In Girl and Boy Scout groups there are often opportunities for experience in the management of money in connection with scout affairs—the group's finances. Opportunities for the individual to earn may sometimes come through extra tasks which do not ordinarily belong within the group's activities.

It is important that parents and schools, as well as the larger community, should be aware of youth's need to earn, and that together they should seek to develop ways and opportunities for meeting this need—ways that will be both socially useful and educationally helpful.

Our present economic chaos seems to come at least in part from the fact that as a people we are confused as to the role of money, its actual operation, and its bearing upon human relations. The hope is that parents and teachers will direct the education of the next generation toward a more realistic as well as more humane handling of the basic economic problems.

SIDONIE M. GRUENBERG

LEARNING TO TEACH A QUOTATION

WRITING in the *Woman's Home Companion* for April, 1934, Mrs. Franklin D. Roosevelt offers stimulating suggestions to those who are educating teachers. But to bring about these reforms, which are already the ambition of many persons engaged in the training of teachers, it will be necessary to convince the public that their representatives should provide sufficient financial support. That is the present problem. Mrs. Roosevelt writes:

"It has long been a pet theory of mine that the basis of all real education is the contact of youth with a personality which will stimulate not only to work but to thought. Great personalities are born perhaps and not made, but even where we are producing teachers at the rate which we are now doing throughout the country it is possible to attempt to make them more interest-

ing individuals than our method of preparing teachers succeeded in doing in the past.

"Once upon a time I had supper with a group of students in a large state university. Afterward we sat around the fire in their living-room and talked and I asked what they were going to do after graduation. Fully three quarters of them were going to be teachers. They were probably on the average better equipped than the girl who goes into our public school system from the normal schools or state colleges because in this great university they were meeting people from all over the country and even from other countries. Girl after girl with whom I talked, however, had come from a near-by small town and was contemplating going back after four years in the university to teach in that same small town.

"They had learned a fair amount from books; they had come in contact with a few really good teachers and perhaps with one or more great personalities. But most of them had never traveled very far afield and anything that lay beyond their own country was a closed book since for most people it requires a certain amount of actual seeing before their imagination can picture new and unaccustomed sights. Yet into the hands of these girls were to be entrusted countless other young girls and boys who should not only learn what was in their textbooks but who should learn also how to live a full life in a world where year by year it becomes more difficult to find chances to earn a living. It requires constantly more ingenuity and more imagination to think up new gainful occupations and methods of occupation for the ever-increasing leisure time.

"What preparation are we giving the young girl and boy, preparing to teach in this country, to meet these demands? This to me is more important than the types of building we are going to have or than the equipment of classrooms and laboratories,

important as I think they are. It is from the individual teacher that each child learns the qualities which make it possible to acquire an education, particularly now when so much knowledge is available.

"The real thing which education should give to children is the ability to find whatever they may wish to know, the capacity to work at anything until they have mastered it and the curiosity to look upon life as a book where the turning of each page may mean some fascinating discovery.

"Some of the big foundations have established scholarships which give the opportunity to young people who have distinguished themselves abroad or in this country, to continue their education. They do not limit those studies to the purely academic training which they may have, but they insist that their holiday time must be spent in travel or in gaining some new experience which will be of value as background and in developing personality for whatever future work they may do.

"I wish we might take the suggestions furnished us by these foundations and that we might require of our teachers that they give all the time during their four years of training period, with the possible exception of a short Christmas or Easter vacation each year, to being educated. Their holidays should be spent in travel, and travel very carefully planned by someone whose business it is to supervise the extra-curricula education of potential teachers. If the course is a four-year course, I should say that two summers might be spent in travel abroad and one summer and a few short vacation periods in travel in their own country, in visiting places where certain contacts with people may be made or where there is an opportunity for particular education along some artistic or vocational line. This would cost more money and an exceptional person would have to be put in charge of this part of a teacher's education, but I think we would reap such great benefits from this type of education that it would be well worth it.

"Then I would emphasize one further point. We are apt to put into our school curriculums a great many subjects. I think we sometimes forgot in our ambition to give children the opportunities to learn a great many things, that the most important thing for any people is that they should speak and write their own language well and have an appreciation of their own literature and the sources from which it grew. We sadly neglect the English language and I am frequently shocked by the type of letter written by high school graduates. It is fair to suppose that if they cannot do a better job in writing themselves, their appreciation of literature is very slight.

"I should like to see in every state a traveling Charles Townsend Copeland. The Harvard boys who have come under his influence have a real appreciation of literature. They have an endless possibility of enjoyment in what they have learned from him. A traveling dean of English who would go to normal schools and state colleges, not to teach rhetoric or grammar but to teach an appreciation of English and American literature to the teachers who are going out to educate our children, would I think be well worth the cost to the communities.

"These are merely random thoughts and suggestions but they are made in the hope that others better fitted than I am to do so will take them up and work them out so children now growing up may find in their teachers adequate inspiration."

NO WIGGINSES AMONG TEACHERS

"The teachers have diluted their own salaries in order that more subjects (many of them of doubtful value) should be taught to more pupils (many of whom were ill-prepared even for the simpler fundamental studies). There have been no bonuses and inflated salaries among the teachers"—HENRY S. PRITCHETT, *President-emeritus, Carnegie Foundation for the Advancement of Teaching.*