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YOUTH SERVES THE COMMUNITY

YOUTH SERVES THE COMMUNITY

BY

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INTRODUCTION BY

WILLIAM H. KILPATRICK

A PUBLICATION OF THE
PROGRESSIVE EDUCATION ASSOCIATION

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PREFACE

The conception of a survey to discover what children and youth were doing to improve social conditions in this country and abroad emerged in the first year of the depression. Philanthropic agencies were seeking ways of lessening the hardships of those most seriously affected by economic confusion. Under the leadership of social-service agencies, children and youth were organized to assist in the relief work. At that time leaders of such projects were asking: "What are some suitable projects? Where can we get help by studying what has been done in other places?" It seemed reasonable to assume that if the experiences from successful projects could be gathered together, printed, and distributed, they would be exceedingly suggestive and helpful.

I roughly sketched the purpose and plan for such a survey, but lacked the staff to undertake so extensive an investigation at that time. In the fall of 1934, when the Federal Government organized relief for "white-collared" and professional workers, I made a request for research workers and was fortunate in getting four research assistants to commence the survey.

A systematic canvass was made of possible sources. We eliminated most projects which had already been reported in print and were widely known; as an illustration, we have not reviewed such a project as that reported in *Coltings: An Experiment with a Project Curriculum*, (New York, The Macmillan Co., 1921). We attempted to go to sources which had not been studied and reported. Ap

proximately a thousand letters went out in the preliminary search for the names of adult leaders who had successfully conducted socially-useful projects with children and youth. These letters went to the educational leaders in foreign countries, to our state and city superintendents of schools; they went to the heads of such state and national, and even such international groups dealing with youth as the Junior Red Cross, the Boy Scouts, etc.

As the responses to this preliminary search came in, the names of the suggested adult leaders were assigned to particular research assistants for continued investigation. To each name we sent a request for a complete report of the project undertaken. We asked that each report sketch the situation giving rise to the project, indicate who conceived of the project, who planned it, the steps involved in carrying through the project, and something of the contribution to the improvement of community life and to the young participating. We suggested how the report might be written, but carefully refrained from restricting or inhibiting the unique characteristics of each project by giving a questionnaire to be filled in.

As these reports were received in our research laboratory at the Lincoln School of Teachers College, Columbia University, they were read carefully to determine whether or not they would fit into the general plan of our projected publication. About one report out of every four received was considered sufficiently worth while to merit further research; thus three-quarters of the reports were discarded early in the survey.

Those reports selected for further study were turned back to the research worker assigned for the preliminary investigation, and he continued the correspondence or held interviews with the person making the initial report until we had rounded out the report as well as we could.

Some of the reports took a great deal of work and time to complete. Many leaders found it hard to recall details. Others stated that they didn't write reports frequently enough to do it easily and naturally. Often several adults had worked on a project, and we could not make contact with all who had vital information. More than a year was, therefore, consumed in completing these reports. Later, we added several translators to our research staff to work on foreign material.

With several hundred written reports, before us we started to group them into classifications of common purpose—projects improving the health of the community, projects improving the agricultural practices in the community, etc. The final grouping is found in the chapter headings of this volume.

When the groupings had been completed, a chapter assignment was made to each research worker to select and correlate the reports into a chapter organization. When this task was completed, we found many of our reports had been shortened and others eliminated because of the similarity of two or more projects. In the Appendix the reader will find the titles of scores of projects which were originally reported but left out of the survey volume for the reasons stated.

As the first draft of each chapter was completed, a copy was sent to those persons who had originally reported the projects, and they were asked to check on our accuracy and interpretations. Nearly all the reports were returned, and the corrections made were few and of a minor character. A second and third request for a reaction failed to bring a response from some few of the reporters. Because of the high degree of accuracy of those reports on which we had had responses, we decided to use all the reports, whether or not we had a final check by our orig-

inal informant. In as much as more than 90 per cent of the reports were thus acknowledged as accurate, we feel fairly sure of the authenticity of all of them.

During the period of this survey many research workers came and went. Of those workers who participated in it from the beginning, only one was with it to the end. Some confusion naturally resulted by this turnover of personnel. We have tried to guard against inaccuracy which might easily creep into our work from this changing of personnel. How successful we have been in keeping our records and translations free from error will have to be determined by those who carried out the original projects. If mistakes are found, we pray for tolerance in the name of "coöperative research."

The projects reported herein are not considered by the research staff nor, we believe, by those who conducted the projects to be examples of perfectly conceived and perfectly executed experiences with the young. Many reports will indicate how trivial is even the better practice today. These are humbly and modestly presented by those who supplied the details and by those who wrote this volume as suggestive of work that might be done elsewhere. To imitate any of the projects would be contrary to the philosophy of this volume. Rather than study the details, therefore, we urge the reader to catch the broad social and educational purposes for which such projects are conceived. They spring from one source—not such books as this, but from the intimate knowledge of living in a community and knowing its strengths and weaknesses. The project must be indigenous to the community which sponsors it, or it will wither from lack of vitality. We urge creative use of whatever suggestions are found in this volume and warn against their imitative use.

Some of the projects reported describe practices of

which educational theory today does not approve. An illustration of such a practice is the presentation of rewards, medals, etc., for work done. We consider the work should be of such a nature that the satisfaction which comes from having done a task well and from approval from the social group will make unnecessary extrinsic rewards. Again we caution the reader to think through any project proposed in terms of the educational value to the individuals participating. The italicized material on page viii will give the spirit and meaning of this volume of projects.

Obviously such a survey as this *could* not be the labor of one person. The credit, if there be any, must be shared by a large group of contributors. A list of those persons who were kind enough to furnish us detailed reports of projects is to be found in the Appendix. To these we again express our appreciation.

To the group of research workers—under the chairmanship of Boris M. Joffe and including Mary Anderson, Gustavo E. Archilla, Matilda Burton, Hazel Chichester, Henrietta Deming, Arnold Lissance, Mae Mills, Margaret Morey, Esther Peik, Celia Thaew, Marion Wall, and Louis Zukofsky—goes the credit for the labor of collecting from near and far the basic information contained in this volume.

I wish to express my gratitude to Professor Kilpatrick for contributing the Introduction to this volume. A similar statement first appeared in the *Fourteenth Yearbook* of the Department of Elementary School Principals. Professor Kilpatrick's statement, revised for this volume, serves as the foundation and justification for the theme of the present publication.

Acknowledgment is made of the help and suggestions of Mr. L. Thomas Hopkins, Mr. and Mrs. Donald Cot-

trell, Mr. and Mrs. John Childs, Mr. Paul Drost, and Jean S. Hanna.

The contribution made by the Lincoln School of Teachers College under the administration of Mr. Jesse H. Newton is a significant one. Without the facilities provided so generously there, this type of research would be extremely difficult.

The survey itself was made possible through the financial assistance given the research work by the Works Progress Administration, Project No. 65-97-295, Subproject No. 26.

It is fitting that this volume should be published by the Progressive Education Association. The philosophy of the book is one which has long been championed by the leaders in this Association. It is our hope that this volume will contribute to wider application of the theory to the reconstruction of educational and social institutions.

P. R. H.

Stanford University

FOREWORD

With this book by Mr. Paul Hanna on youth and its service to the community, the Progressive Education Association begins a series of publications intended, so far as possible through concrete example and practical suggestion, to help teachers and other educational workers to do more thorough and effective work in the schools.

Recognition of the significance of the interplay between the individual and the community has more and more come to be regarded as one of the real needs. The fundamental importance of this for education has always been realized to some extent. A certain number of good schools have felt their roots in the life about them, have tried to help children and youth to make their place in the community, have stressed the social and civic opportunity represented in school-community relations. Actual utilization of the power behind youth participation, however, has seldom been invoked as part of the education of youth, least of all in the schools.

It is the special value of the present book that, against a necessary philosophical background, it presents an unusual array of real instances—not as the statement of an ideal in any case, but as an indication of what has been done in an authentic situation.

The Association is under obligation to Mr. Hanna for his generosity in placing this material so freely at our disposal, without conditions of any kind other than that it shall be used in the most helpful way for education, and to D. Appleton-Century Company for their coöpera-

tion in making *Youth Serves the Community* the first of what we hope may prove to be a distinctive and useful series.

W. CARSON RYAN, JR.,
Chairman, Publications Committee
Progressive Education Association

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INTRODUCTION

THE UNDERLYING PHILOSOPHY OF CO- OPERATIVE ACTIVITIES FOR COM- MUNITY IMPROVEMENT

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THE word *philosophy* as here used is merely a conscious application of plain common sense. All that is intended is to try to see more clearly why we wish coöperative activities for community improvement and how these must be run if they are to help us forward toward our proper social and educational goals.

We begin from our historic democracy. To be fair to the reader any discussion should state what it takes for granted. This discussion starts from the historic American position that democracy furnishes the most satisfactory basis on which to run society. Now the essence of democracy is to be concerned about each individual and his welfare. This is regard for individuality or personality, not a belief in individualism. In individualism there is too much of each man for himself regardless of others, or even at the expense of oth-

ers. Such an attitude true democracy cannot accept. On the contrary, democracy will test each social institution and program by whether in its working it makes for the welfare and happiness of each one of everybody, all together, on terms of substantial equality. Coöperative community activities educate as a positive step in this democratic direction.

Also this democratic outlook demands that the final decision on every problem of public interest must remain with all the people concerned. To be sure, we need experts, more and better of them, and we must study far more seriously than hitherto what these experts have to say, using also other experts to help us weigh their proposals, but the final decision must remain with all the people. History seems to show that this is the only safe rule. We of this country wish no sort of dictatorship. And here again do co-operative community activities educate toward the democracy we wish.

Still further, if we propose to develop and respect each individual and to keep public decisions in the hands of all the people, then we must encourage everybody to think. From this angle, democracy wishes every institution—each family, shop, factory, school system, university, and government, all—to be so run that each member or worker or citizen, from youngest and lowest to oldest and highest, is encouraged to suggest improvements with the full assurance that his suggestions will be considered and used on their mer-

its. Democracy wishes such encouragement to thought and suggestion from all, partly because without it the individual is not truly respected, partly because we never know in advance who will make the best suggestions, and partly because this plan has in it the surest basis of public education and intelligent coöperation, without which democracy cannot hope to succeed. We see now still more clearly why we wish "co-operative community activities." These furnish direct practice in the thinking-acting aspects of democracy.

The equality of opportunity and treatment, which democracy wishes, calls perhaps for a yet further word. We wish a classless society in fact as well as in theory. Individual psychological differences there will always be, and properly utilized these constitute a priceless social asset. But as far as we can reasonably effect it, each child shall start out in life not handicapped in comparison with others by what his parents may own or may not own, by what they may or may not have learned. We believe in an equality of opportunity as thoroughgoing as we can bring about. But new conditions give these words new meaning.

Democracy and the new need for coöperative endeavor. In recent decades the situation of democratic effort has been undergoing change. In the earlier American life the family was the principal economic unit. Each such family, in the main, produced what it would use or consume. Actual money played a minor part. Independence, then, because there was plenty of

cheap land, was easily achieved and freedom of action seemed both natural and necessary. "Getting ahead" needed not then to pull others down. In that day, each could work principally for himself. Under such circumstances, democracy seemed individualistic—as if built for just this state of affairs.

Now all this is changed. Nearly everybody works for money, and with this—if he gets it—buys what he uses. But to work for money means to be dependent on where the money can come from. In other words, the old independence has gone. Instead of it, a money economy has come, and each one is dependent on others, on business as a whole, or on *market conditions*, as the term goes. We thus all hang together. No longer can each one consider simply his own welfare. Now all must consider everybody. The old individualism under these new conditions has become anti-social and immoral.

Democracy thus faces new problems. To be true to its deepest self and effectually to safeguard the individual under the new conditions, it must rethink its program. The old freedom now means an antisocial and selfish individualism. In an economy of interdependence, the common welfare comes first as the necessary, prerequisite means to the welfare of the individual. Democracy, then, in order to be itself, must henceforth stress coöperative efforts for the prerequisite common good. In essential aims, it remains the same old democracy with its deepest concern for each

and all of the people, but it must pursue this ever-abiding concern by new and coöperative methods. Otherwise, it ceases to be true democracy and becomes instead fascistic tyranny, still uttering the old slogans, but in actual effect destroying the real freedom and real equality of all the people.

So education has a new scope and a new task. If democracy is thus really to rethink itself to the new coöperative endeavor, a new education must arise, partly to include all the citizens in a new type of adult education, partly to remake the schools and other educative institutions so that more effectual social thinking and action will result. Education is here conceived as a function of many institutions in the community—the church, the club, the school, and all other social organizations with a program of public or semipublic activities. There is in this no call for a propagandistic program to tell either adults or children what they shall think or do. If democracy means anything, it means, as we have seen, real thinking as the indispensable means to deciding upon appropriate action. But this is simply to say that true democracy, true ethics, and true education are but three names for intelligently defensible action. It is this kind of education that we seek in our “coöperative community activities.” These furnish essential practice in a true democratic concern for the common good.

Why wish activities? In order to see better why we

wish activities as an essential part of education, we must first understand better how life as such goes on, and how study and learning are inherent in life to make it go better. As we shall see, one pronounced characteristic of life is the fact that it is continually presenting us with new problems, and under modern conditions of rapid change these problems are becoming ever more numerous. Thus it is that study becomes an essential part of our efforts to run life intelligently. If this is true for adults, then the young must in preparation study and learn under conditions that teach this to them—namely, in connection with actual life activities. How these things are true we are ready now to see.

Our world of change. We live in a world where life and affairs never repeat themselves exactly, but continually develop in novel fashion. Each one of us grows each day older, both in experience and in bodily age. And just as truly the world of affairs is also different because of what happened the day before. As the changing person faces a changing world, he faces therefore continual novelty. Thus the mother may live in the same house and run it day in and day out in much the same way, but the children, each one as a distinct personality, grow older daily and present ever new problems for her solution, as every mother knows. The father too may continue his business at the same old stand, but times change and he, too, must solve new problems, or his business will leave

him. And, if parents face novelty, so also and even more obviously do the children, for to them life unfolds itself ever freshly.

If the ordinary life thus presents its new problems, these are accentuated when we take into account the rapid changes which the modern world shows. Boaz says that the stone age went 30,000 years without seeing an improvement in its tools and implements. How vastly different things are now. Science, which increases in geometric ratio through its discoveries and inventions, changes our world of affairs with bewildering rapidity. As Whitehead points out, when the time span of important change was longer than that of one human life, mankind could properly be trained to adapt itself to fixed conditions, but now that this time span of change is shorter than one human life, our education must prepare individuals to face a novelty of conditions. Whether then we consider the smaller or the larger novelties that life presents, the character of our necessary education is changed. Thoughtful study becomes an inherent part both of education and of life.

Study and learning inside the life process. There is so much implied in the last two paragraphs that we must dwell further on them. Education in any vital sense will thus be seen as inherent in life itself. Whenever one faces a new and difficult situation, he must—if he would act wisely—bring, as we say, his intelligence to bear upon it. And herein is possibly the best

definition of the word *study* that we have; namely, the effort to grapple intelligently with a novel and difficult situation at hand. It is thus true that study is in fact inherent in and inseparable from life intelligently lived. And if this be the definition of *study*, what shall we say of *learn*? The answer is a bit complex, but still certain. If study is successful, it will, in part at least, think out a new way of dealing with the situation at hand. If this way of behaving, upon trial and consideration, is accepted for further use, then the fact we call *learning* ensues; this way of dealing so accepted becomes, in and through the fact and operation of learning, so incorporated into one's very being that henceforth, when the right time comes, this way of behaving comes forth as one's own way of dealing with the situation.

This definition of *learn* can be generalized as follows: Whatever we accept—whether an idea, attitude, plan of action, or skill—to act on hereafter, that we *learn*, and it becomes a part of us.

Thus it is that both *study* and *learn* are essential parts and aspects of life intelligently lived anywhere and everywhere. Since the organism always acts as a whole, there goes along with study—which is essentially examining and thinking—also feeling and appropriate bodily movements for examination, the whole organism being alert as it examines and tries to understand and plan in preparation for action. And so also with the learning that accompanies action. In

responding to the results of study, the organism acts as a whole; thinking, feeling, external bodily movements, appropriate internal bodily adjustments—all these are but distinguishable aspects of the whole organic response. And acceptance to act on it, which brings learning, follows along with each of these aspects. So we learn to think certain things, to feel certain attitudes, to act in certain ways, etc. Always many kinds of learning are going on at one and the same time. Note, too, that at the outset what learning shall later result is not yet determined. In this sense, study creates what is learned; that is, it creates for the learner what he is to think, how he is to feel, how he is to act. Study may creatively offer many possibilities; whichever of these we accept to act on, those we learn. In all these many ways are living and learning much more intimately connected than most of us have been thinking. Indeed, life—the very fact and act of living—is education. And in this we see the basic foundation of activities. We do really study and learn as we face actual situations to deal with them.

A contrast here with the older view of education may help to bring out the point better. In what we have just seen, life develops in novel fashion and helps to create what one's life shall be. On the older notion, the adult leader of the group or the teacher presented to the children or youth just what they were to learn. Study was the effort to acquire it. Learning was successful effort at acquisition, and the

test was whether the learner could on demand give back what the teacher had originally set out. Subject-matter was what the teacher offered. That this old outlook does not fit a changing world need not here be argued. We can now see better why the good educational leader is giving up the older conception for an activity program.

The goals we seek. Before going on to the more detailed study of coöperative activities for community improvement, let us bring together what has been said under three heads as constituting the goals that a system of education in our day and time should seek to attain:

1. We wish first an education in, through, and for living in a democratic society and a changing world. Children and youth will best learn how to live in such a society and world by the actual thoughtful practice of the process itself. This means the utilization of educative activities.

So far as words go, many progressively-minded people would have accepted this goal fifteen or twenty years ago, but for various reasons we must now add two other goals.

2. We wish such an education as takes account of the fact that we are now consciously living in an economically interdependent world. We saw above how modern industry has changed us from being a nation of (relatively) independent farmers and artisans into being now almost wholly dependent on selling our

goods and services to others, who in their turn are almost wholly dependent on "business conditions" for money with which to buy our goods and services. This new state of affairs that makes us mutually interdependent has come upon most of us without our thinking much about it. We have ceased to be independent and have become interdependent without understanding what has happened or what to do when "business conditions" break down. If we ignore this fact of interdependence, we fail to take account of the most outstanding new characteristic of our times. To do so is to invite disaster. Education must do something about it.

3. We wish then an education, if possible, of old and young together, to help us in the critical day ahead to bring about a better state of society in this country of ours. Something positive must be done. Coöperative community activities constitute one line of attack. The notion that education is to help change society is so new that many are troubled at hearing it proposed. But we cannot refuse it. To face life intelligently and to try to improve affairs are two ways of saying the same thing. We have, however, seen that intelligent education is the same thing as facing life intelligently. If things equal to the same thing are equal to each other, the proposition is proved. Intelligent education means trying to improve things.

And so, at length, we are ready to ask about coöperative activities for community improvement. For

answer we need do little more than draw conclusions.

Conclusion as to needing activities. We wish *activities* because these mean life. They mean that children and youth are to learn by grappling, as intelligently as we can help them do it, with situations that to them are so real as to call for vigorous, active efforts. Only as people, young and old, are thus aroused within to put forth efforts, do they really care, or really think, or really try. Only as they are confronted with some actual, tangible, challenging situation do people set up really guiding aims or really plan thoughtfully for attaining those aims. Only as there is such a confronting situation accepted for action are all the aspects of the organism called adequately together into play so that the all-round educative effects of thinking and feeling and acting can be properly coördinated. Moreover, only such an actual evolving situation can call out and test all the successive phases of thought and action. +

This type of testing needs to be stressed. The artificial testing which goes with assigned tasks is in great danger of doing more harm than good. When the leader or the teacher sets the task, the danger is that the children will study the leader and his demands and fit effort simply to these. If so, much harm may result. Obviously the youth is tempted to impress the leader and so hide any lack of purpose or understanding. The result on learning and character are both bad. Even where no conscious pretending enters,

youth tends to be made dependent on the leader and his approval, as any one who deals with our educational product knows only too well.

But more fundamental even than these objections is the necessary result on habits of thought and action. We cannot expect young people to learn to deal with the actual situations of life except as they practise the actual process in its various phases. The task then is ours to help them see and accept for their own responsible action such life situations, so that they may therein and thereby learn how to deal with life as it is. Because this way of thinking is still unfamiliar to many, it may be worth while to consider the process more closely.

The successive educative steps to a complete act. Two key conceptions seem particularly promising for guiding human study and learning: "a person facing a situation," and "acting on thinking." Let us trace the successive educative steps where these conceptions are brought into play.

1. The first phase is the person's becoming aware that what we call *a situation* confronts him. What one is sensitive to, plays the crucial part here. The person being what he is, some state of affairs takes hold of him to stir him to interest and action. We say, then, that he faces that situation. Muddy tracks in the house may create no situation for the boy, but they will for his mother. He didn't even see them. She saw them at once and was stirred to alert attention and

action. There are many thoughtlessnesses on his part that she wisely overlooks, but not muddy tracks. He must learn. As for the problem before us now, we wish to build up in our young people a sensitiveness to such community deficiencies as they can help to correct. We wish them to be so sensitive to possible community improvements that they will of themselves see new opportunities and wish to take hold of them. To sense such a situation so as to be stirred by it to action—this is the first step in dealing with that situation.

2. The second step follows at once. If we are really stirred to action and wish to act intelligently, we shall study the situation to see what should be done. This neglected spot in our village is (by step 1) an eyesore, to be improved if possible. Now (step 2) we ask what can be done about it, or what we should do. Shall we ask the owner to clean it up? Or shall we ask his permission to make a playground of it? What would it cost to make a playground? What kind of clearing and grading would be necessary? It is at any rate quite clear that good study would be necessary to answer these questions and decide what to do.

3. The third step, of how to do it, follows so closely upon the second as often to merge into it. We could not decide what to do until we decided, at least within limits, how to do it. So here we have the further detailed study necessary for making all the plans.

Wisdom requires that we plan well before we begin upon the actual work.

4. The fourth step is the execution of the plan. Here we have the kind of study that goes with carrying out the plan, and particularly the study that goes with watching how well our plans work out. For the "best laid plans of mice and men gang aft a-gley." We shall probably have to revise our plans as we try them out. If so, more study and learning.

5. The fifth step is the backward view: Now that we have finished, what have we learned? How could we do it better another time? What lessons of any or all kinds shall we draw?

Strange as it may sound to those who think of study as confined to books and preparation for recitations and examinations, we can assert rather strongly that it takes such a complete act as that sketched above to afford what is perhaps the only true learning situation. Only an actual situation, continuous with life in all its vicissitudes and insistencies, can afford the kind of situation which study must learn to face. In the face of such study and the inherent testing that goes with it, the partial and abstracted situations of textbooks are in comparison pale and inadequate, if not actually miseducative when made the rule. It takes life itself to educate us. Only the actual situation, as it thus unfolds under time and treatment, can show whether the children have studied and planned

and executed properly. And this testing is inherent in the situation. Such an educative process is self-testing, especially if through coöperation there are many (including the leader or the teacher) to watch results.

Why "*community activities*"? Why, next, do we wish *community activities*? The answer follows hard upon the preceding. A community activity can have a reality and a challenge that no lesser activity can properly have. Moreover, it serves to bring the youthful group (school or church or club, etc.) into desirable intimate contact with the surrounding community. To do something which others count significant ranks very high among the satisfying and steadying influences in life. For the young to feel that their activities have community significance is to accord to them a worth and standing that will call out the best the young have to give.

Everything said above about activities holds even more strongly for community activities. With others looking on, with the really important people of the community feeling concern, we can rest assured that the young will, under proper guidance, rise to the occasion and give us the best they have. Each of the five steps suggested above gains in significance as other people know what is going on and watch results. It must happen that the learning effects will be correspondingly stronger and more lasting.

So new is this conception of community activities

that leaders and teachers of children and youth will read eagerly what Mr. Hanna has discovered in his survey to be the accomplishments and possibilities along this line. Doubtless, continual trial and effort will disclose many more and better possibilities than those most of us now use. The important thing here is to see the desirability of community efforts at improvement so that we may seek them intelligently.

Why "*coöperative community activities*"? What, finally, is meant by *coöperative community activities*, and why are they desired? Here again we build on the preceding. (By *coöperative community activities* we mean those in which many share, preferably the old along with the young.) If community activities are more significant than the usual school or club activities, even more dignity and worth would in the eyes of the young attach to those in which responsible and honored adults also actually shared. If the adults will live up to the possibilities of such activities and really share with the young in the thinking and planning necessary to the execution, we shall find practically ideal conditions for all-round learning. It will, of course, be necessary for the sharing to be real and not, out of politeness, feigned. It will also be necessary that each age should have a part suited to it, in which it can carry on its own responsible thinking and acting in order to realize the common aim.

We elders often wish that our young would accept higher ideals and make finer moral distinctions in

their daily lives. If the young could feel that they were genuinely sharing along with their elders in situations where the higher ideals and finer distinctions were called into play, it is a safe prediction that such ideals and distinctions would be made and accepted as never before. The shared discussion of what to do, how to do it, and what standards to expect would be educative as nothing in our ordinary school and club work can possibly be.

It may be permitted this writer to express in conclusion his profound conviction, first, that an actual situation responsibly faced is the ideal unit of educative experience; and second, that of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part. This is the education in which democracy can most rejoice, particularly in these times when we must learn to put the public welfare first in point of time and importance. In solemn fact, *coöperative activities for community improvement* form the vision of the best education yet conceived.



CHAPTER I

A CHALLENGE TO EDUCATIONAL AND SOCIAL LEADERSHIP

CHILDREN and youth, millions of them the world over, restless with tremendous energies! Communities, thousands of them from Pole to Pole, embracing the conditions and the materials from which we may create a far more ideal environment for better living! On the one hand, the great energy of youth requiring only a dynamic purpose to make that force the most constructive factor in social progress. On the other hand, cultures rich in potentialities, needing a great constructive force in order to realize the abundant human life which they are capable of providing. To coördinate these two mighty resources—to harness the energy of youth to the task of progres-

sively improving conditions of community life—that is the supreme challenge to educational and social statesmanship.

It does not matter where one chooses a community to analyze—a community in a primitive culture of the South Seas or in a more complex culture of the power-machine-using nations—the analysis in all cases will disclose conditions far short of the ideals held by the leading minds of that culture. In a typical community in rural America, for instance, there is a shortage of wholesome health practices and inadequate facilities for preventive and curative medicine. Antiquated agricultural practices in soil conservation, crop planning, seed selection, planting, cultivating, and harvesting, and all the corresponding processes in animal husbandry produce far less than is reasonably possible when modern scientific knowledge is employed. There are strikingly few rural communities where modern coöperative buying and marketing have increased the real income, or where coöperation has provided adequate physical quarters and essential administrative machinery for the well-rounded social and recreational program of the region. The homes, both exteriors and interiors, lack the esthetic charm that is possible with a little cultivation of plants and trees and a little attention to the color, harmony, balance, and form of the rooms, buildings, and grounds. Every countryside abounds in local history—places, buildings,

events, people—all important in the story of the beginning or development of the culture found there today; these historic realia for the most part go unnoticed or unpreserved. Every rural community has untapped human resources and raw materials which need organization for pleasures and profits to the individual members of that community. It is true that one could cite communities which are exceptions, but on the whole, most rural areas have these or a score of other possibilities as significant for improvement.

What has been said of rural communities is equally true of urban areas when a slight substitution of the specific shortages is made. Town and city people live without full benefit of sun and air and spacial freedom. Smoke obscures the sun in our great industrial centers. In the economic struggle for space, buildings are crowded close together and tower high in the air. In soot-laden and shadowy canyons along which the city-dwellers live, they fail to get the beneficial effect of light and air. The same economic struggle for space crowds out the less well-organized human needs for parks, playgrounds, open places where one can play and enjoy the natural environment. And these man-made barriers to full physical health seriously affect the mental health of urban dwellers also. Esthetically our cities are ugly rather than charming, irritating to the nerves rather than restful. Many critics claim that our urban pattern is producing character traits of such

antisocial, ruthless nature that social institutions may not be able to withstand the resultant onslaught unless a radical change is effected soon.

Such facts regarding our typical rural and urban communities are distinctly unpleasant, but true, nevertheless. The object in pointing out our shortages is not to create a prelude to despair but rather to show how universally and how deeply we need constructive effort to improve the environment in which all of us are nurtured and live our lives with pain and pleasure. If one needs documentary evidence of these potential areas for progress, let him read such reports as the Brookings Institute's study entitled *America's Capacity to Consume*, or Frank Lloyd Wright's *The Disappearing City*, or Ralph Borsodi's *This Ugly Civilization*, or Robert S. and Helen M. Lynd's *Middletown*, or the *Report of the Mississippi Valley Committee of the Public Works Administration, October 1, 1934*.

This last study, made at the request of the federal government by a committee of the nation's leading engineers, economists, geographers, and agricultural and forestry experts, suggests still another type of problem. The Committee was charged with the task of "making a plan for the use and control of the water within the Mississippi drainage basin . . . and to show the relation of the great wealth of water resources in the Basin (comprising all or parts of thirty-one states) to the pressing problem of bettering the

condition of its people and indirectly that of the whole nation."

The Committee surveyed the conditions of water in terms of its use and control in streams, in terms of flood control, low water control, navigation, power development, water supply and sanitation, erosion control, irrigation, wild-life conservation, and recreation. In all these aspects, they found most pressing problems facing the inhabitants of the Basin and affecting the whole nation. Water and wind erosion, for instance, have made 25 per cent of this vast area unfit for cultivation and, if the present rate of erosion is allowed to continue unchecked, within the next twenty-five to fifty years the six to eight inches of top-soil may be entirely washed or blown away. The Committee pointed out that the continuous devastation of the water-holding forests and the tearing up of the soil-retaining and moisture-holding grass roots on the prairies is causing even more and greater destruction through floods. New problems in health have also been created. The rapid concentration of urban population and the inadequacy of existing systems of sewage disposal, as well as the increasing amounts of industrial waste polluting our rivers, lakes, and streams, are seriously affecting the health of the population and exterminating the wild life that remains.

So the report continued to present the findings of a scientific study of the situation we face in the great

Mississippi River Basin. The Committee pointed out that similar conditions were basic causes of the decline of other civilizations of historic importance. The report of this most significant survey of our Central states concluded with these paragraphs:¹

If certain present-day trends were to be projected unaltered into the future the map would be a sorry one. We would be compelled to show increasingly large stretches of once fertile lands stripped of their life-giving humus, rivers breaking forth in floods of increasing severity as the denuded slopes permitted an ever-swifter run-off, industry and agriculture becoming ever more precarious, the life of the people on the land becoming more and more disorganized, and a steady increase of farm tenancy and of economic dependency.

Under such conditions local self-government would be likely to break down, and under the spell of a dire and never-ending emergency, economic and political centralization would steadily increase. The comparison of such a situation with the final days of the Roman Empire is not too far-fetched. Civilizations of the past have more than once decayed because of similar causes.

The values we most cherish in American life, in the geographical and perhaps the cultural heart of the American democracy, depend on arresting these tendencies. In many places the present report has suggested an extension of the Federal Government's activities and responsibilities. Actually, as the Committee firmly believes, such an extension, on the bases proposed, is necessary, not merely to maintain the prosperity of the Valley but to combat in-

¹ *Report of the Mississippi Valley Committee of the Public Works Administration* (Washington, D. C., Government Printing Office, 1934), pp. 230-231.

fluences which would otherwise break down the spirit of local self-reliance and local self-government.

Life in the Mississippi Valley of the future need not be poverty-stricken or precarious. The forces making for health and well-being, once they are controlled, are greater than those which make for disaster. The quality of life in the Valley can be enormously improved. It need not go the way of the Valley of the Nile, the valleys of the Tigris and Euphrates, where sands have drifted into old irrigation ditches and the sites of opulent gardens, or the stripped valleys of China. We have knowledge that the older civilizations lacked. If we synthesize that knowledge to make our plans, if we put a common purpose above local jealousies and conflicts of interest, the future is in our own hands.

A benevolent despot could bring about all the physical changes that are proposed in this report, but he could not make them permanent. A democracy, surrendering minor privileges here and there in order to save its essential liberties, can build just as solidly and more lastingly. Our democracy already has the necessary technique. It needs only a wider vision, a more realistic imagination.

The future cannot undo all the blunders of the past. It cannot, in any length of time easy to conceive, restore completely eroded lands to their primitive condition. But there are things we can certainly draw into our map of the future if we wish.

Such a map might show the disastrous kind of erosion finally checked. Instead of gullied hillsides and slopes from which the rich humus colors were slowly fading, it would show terraces; alternations of tilled land and grasslands; new forests springing up in belts and patches, tended as carefully as so many orchards. It would show, perhaps in variegated colors in order to make the contrasts more evident, the scientific uses of all the land in the Valley, determined after long studies of soils and cli-

matic conditions. No farmer would be trying to grow corn on land fit only for timber, or wheat on land best fitted for grazing, or anything at all on land best fitted for recreation and the preservation of wild life.

The rivers might not be entirely under control in times of major floods, but the crest of the floods would have been lowered by means of forest planting, sod cultivation, the building of multiple-purpose dams, and the creation of numerous minor reservoirs. When the rivers could not be held within their channels their waters would be allowed to flow into previously selected floodways, where the least possible harm would result. Low-water control would have advanced to a point where each community would be ensured of its necessities. Power lines would have flung an intricate, interconnected network over the whole region, with power "islands" in remote areas into which the major transmission lines could not economically penetrate. Every farmer's family would find its work lightened by the use of electricity. New manufactures, perhaps new inventions, might have restored some of their lost traffic to the rivers. Possibly recreational uses would have supplanted commerce on most of them. Playgrounds of all sorts, from city parks to wilderness areas into which no wheeled vehicle would be allowed to go, would be more extensive and more thickly spotted over the map. No reason would appear why they should not be. The intensive cultivation of only the best land would have restored to the Valley some of its original freedom and spaciousness. Population would have increased, but crowding would have decreased.

The economic life of the region, being better organized, would be carried forward on a higher level. "Area projects" on the Lower Mississippi, in the Tennessee Valley, and elsewhere, would have demonstrated the interlocking character of all human activities that are dependent on water. Means would have been found to halt the trend toward farm tenancy. The "sturdy individualism" of pi-

oneer days would have been restored by the coöperation of national and local agencies, some governmental, some private, but it would be a coöperative, not a combative individualism. Little distinction would be made between the various forms of coöperation. The agency employed would be that which after a scientific survey of conditions seemed best adapted to the purpose.

Such a picture as this is not fanciful, even though we cannot certainly predict that it will be fully realized. It indicates what can be accomplished, in an American way, in a democratic society, through democratic governing agencies. It does not demand a break with the nation's traditions, but an application of them in new ways to new conditions. The nation can create such a Mississippi Valley as has been outlined if it collectively so wills.

It is surely obvious to all who observe keenly that the tasks in our nation awaiting our collective effort at improvement are legion and enormous. Their range is wide. In one direction there are such challenges as that of increasing the physical health and safety of our citizens through coöperative planning and action. Our homes, parks, playgrounds, streets, countryside, and public places can be improved immeasurably both from the hygienic and esthetic points of view. The recreational and leisure-time facilities for childhood and adulthood need to be expanded in every population center, whether urban or rural. The cultural life needs to be broadened through community participation in music, forums, drama, arts, and similar spiritual, esthetic, and intellectual endeavors.

In another direction there are challenges to im-

prove the quantity and quality of the industrial and agricultural goods and services with which we satisfy our daily needs that there may be provided a standard of living far above our present level. We further face such tasks as collectively reforesting our mountain slopes and resodding our sweeping plains to hold back the flood waters, and (incidental to the process) we need to harness the white power and transform it into electricity to perform the heavy toil of running our power-machine civilization.

We stand, truly, on the threshold of a new age. In the past, we made adjustments to the forces of nature as we found them, but no serious attempt was made to control nature in the interests of human welfare, and most of our people lived and died in ignorance and want.

That age is passing. Science and invention give us the controls to change nature and to direct it to suit our greatest needs. We have the skill and technical wisdom to stop the floods, water the desert, retain the fertile top-soil, conquer disease and famine, provide abundance and security. And all of this may be done with such ease that a great share of our effort can be given to creating not only rich individualities by a great civilization rich in spiritual, intellectual, and esthetic qualities. All this is possible through the application of the scientific method and scientific principles.

The transition from the simpler economy, which

adjusted to nature, to the more abundant economy which will control nature is in process. In this transition youth must and will have a part. We would not—and could not, wholly—keep youth from participating. But youth, with its boundless energy and its restlessness to achieve a significant place in the sun must learn coöperatively to assume responsibility in this social enterprise.

Our *youth problem* has become a major one during the current century. Youth possessed the same surging energy before the twentieth century, to be sure. But that energy was once consumed in doing youth's share of the daily tasks. Before the advent of our power-machine age, much of the energy of youth was utilized in the field, shop, and home. When man depended solely on the power of his own muscles for the winning of his bread and shelter, each able-bodied person, young and old, was needed. Young people did their full share (and often a disproportionately large share) of the daily drudgery. They took care of the flocks and herds, helped to tan and tool leather for harness and boots, tilled the soil, harvested the crops, ground the grain for food, wove fibers for clothing. There was little excess energy for antisocial pranks—all the energy was absorbed in work. In those days, our young contributed to socially-useful work because the stern realities of living demanded it.

All that changed for the majority of our children and

adolescents. With the harnessing of non-human power—oil, coal, and falling water—we learned to provide the necessities of life with less and less expenditure of human effort. We increased the productivity of the soil through more scientific agriculture. We learned to produce many commodities by automatic machines and by chemical processes in factories located in cities. At last, we became predominately an urban people. These and other industrial and social changes have deprived children and youth of the opportunity to make a direct contribution to the work of the community, and the energy once so productively harnessed is now without a directive rein. No one will argue for a moment that we should return to the conditions of the earlier era. Gone forever, we trust, is the inhuman exploitation of young people depicted by such literary crusaders as Dickens and reflected in the records of his time. Our young are free to grow, to play, to learn as could no child or youth under earlier practices of child labor. But as we have gradually eliminated one evil, we have created a new problem—that of using these vast released energies of our young to their own and society's advantage.

This boundless vigor of childhood and youth can be either wasted or directed to individual and social good. To be sure, a large share of it should be used in the sheer joy of living and of playing. But not *all* this force can be so consumed; youth will see to that. Evidence that our young find other energy outlets which

are self-destructive and antisocial is demonstrated in our increasing lawlessness and juvenile delinquency. With no sense of belonging to a great enterprise which demands their loyalties and their labors, with no responsibility for making a contribution to the larger group, the young develop few of those character traits which are so essential and basic in a highly interdependent modern society.

The problem of the utilization of this excess energy of youth has increased in a startling manner during the depression. Several million young people, graduated from high school, trade school, and college find no work to do. The seriousness of the tragedy of the "unwanted" generation is now so universally recognized that the federal government openly deals with it without successful opposition. The C.C.C. camps, the N.Y.A., and similar national, state, and local projects have attempted to stem the tide of youth's bitterness at conditions which seem so cruelly unnecessary to him. But not even these agencies claim to have solved our youth problem. Indeed, we have not even made an acceptable beginning at its solution. A solution, of course, is bound up with the whole transition from a simple agricultural economy to a power-machine economy, and youth problems will not be resolved until the entire cultural pattern is again set in some semblance of harmony. In the meantime, our youth may either waste its energy and talents in pursuits that are demoralizing to old and young, or youth may

unite with others in constructive work which will not only develop its own powers but also make an inroad on the host of community problems awaiting positive attack.

Facing the immediate task of providing challenging patterns for constructive work for youth here and now, a survey was undertaken to discover what projects had already been carried out by children and youth at home and abroad. Requests for information were sent to the national or international headquarters of such various youth organizations as the Junior Red Cross, the Boy Scouts and Girl Scouts, the Y.M.C.A. and Y.W.C.A., Boards of Missions, 4-H Clubs, Future Farmers of America, etc. Requests were also sent to educational authorities of many foreign countries and, in our own country, to administrators in the state departments of education and certain city school superintendents. The requests indicated that the survey was attempting to collect descriptions of projects carried out by children and youth to improve some aspect of the community life. These officials were asked to give the names and addresses of adults who, to their knowledge, had aided or directed any such socially useful projects.

The response was excellent. The names of hundreds of leaders of youth projects were submitted. To each of these leaders a letter was written outlining the nature and purpose of the survey and asking for a de-

tailed report on the project for which the leader had been cited. The letters were accompanied by a sample report, suggesting the manner in which theirs might be written and the type of items which would be most pertinent to the description of the project. Available photographs of the project were also requested.

As the responses to this request were received, they were carefully studied. It was evident from the beginning that criteria would be essential in judging the quality of the numerous projects. These criteria were formulated in two categories—*educational value to the individual* and *significant value to the community*. In this volume only those projects which met criteria in both categories have been included. To the extent that these reports satisfactorily meet the criteria, they are different from the typical experiences of the more formal school on the one hand, and from the undirected participation of non-school groups on the other.

INDIVIDUAL EDUCATIONAL CRITERIA

1. *The youth who participate in a project must sense its social significance.* No matter how worthy the project may be from a social utilitarian standpoint, unless those engaged in it appreciate that their effort in coöperation with others will contribute to the improvement of some aspect of community life, much of the educational value is lost. On the other hand, no project should be termed *socially useful* if its major purpose is primarily a stunt to enhance the prestige of the adult leader or the organiza-

tion, or to raise funds for some objective beyond the concern of the children or youth. A project lacking social significance in these respects should not be saddled on young people with the exhortation to participate, because such practice dulls the sensitivity of youth to the finer characteristics of enterprises which are truly socially useful.

2. *Youth must have a part in planning the project.* In a democracy, probably no learnings are more significant than those which result from social experiences in which a group need is faced coöperatively, analyzed, possible solutions projected, tentative plans agreed upon, and the task eventually culminated. If we would prepare our youth to take over the responsibilities of a democratic way of life, such experiences at collective planning are indispensable. Whenever a project is planned in broad-outline and/or in detail by the adult leader, two indiscretions have been committed: (a) the project may never appear to have significance to the young people, and their efforts will undoubtedly be half-hearted and the outcomes disappointing; and (b) the adult deprives youth of the most important learnings that will come with participation in the planning phases of the enterprise. It seems trite (but probably a necessary precaution) to state, however, that this must not be interpreted as implying that children and youth alone should plan the project; it is clear that the more mature experience of the adult leader must contribute to the formulation of the plan, but this contribution should be made in a democratic manner of sharing decisions.

3. *Youth must have some sporting chance of carrying the project proposed through to more or less successful conclusion.* Young people should undertake socially-useful work within the range of their physical strength and endurance. Youth must confine its projects to realms where their social maturity permits success rather than

predicates failure. No task should be planned which is clearly beyond their capabilities. It must be said, however, that this criterion is more restrictive than constructive in the hands of leaders who are overconservative or lacking in vision, or who are looking for excuses to keep young people from attempting to improve conditions from which the leaders profit at the expense of the general welfare. If the project is possible from the standpoint of the physical materials and physical power to carry it out (an illustration might be the elimination of traffic hazards at a street corner where children's lives are in danger), and the only inhibiting factors are the inertia or corruption of the social, economic, or political arrangements and institutions, then no better learning situation can be staged than to have young people fail to achieve an obviously needed improvement and strikingly discover the reasons why they were foredoomed to failure. In such a failure, it is clear that the ground has been cultivated for future success in that an intimate knowledge of the forces retarding social progress must be included in any plan for betterment.

4. *Youth must accept the responsibility for success or failure of a project.* Any vital learning experience is incomplete until the plan and its execution have been evaluated in terms of successes and/or failures in the social environment. Whenever children and youth are denied this culminating experience by the leaders of a project, they have been allowed to "prepare the food, but not to taste it." So often the adult leader will shield the young when the project fails or when reactionary forces in the community object to having children and youth engage in constructive work which may undermine their vested privileges. Of course, the leader has the responsibility of protecting the mental and emotional stability of those in his care, but in the long run, more harm is often done by shielding than could possibly be done by

facing frustration frankly and intelligently and learning how to cope with it. Probably more general, however, is the situation in which the project is eminently successful and wide acclaim is given it. The leader who is conscious of the educational values to the young will give all the credit where it is due. If the satisfaction that comes from social approval of work which better the social situation will lead on to more activity of the same worthy nature, then the wise leader will be jealous that his young co-workers share fully that satisfaction with him.

5. *Youth must actually grow in total personality as a result of the work undertaken.* Projects directed toward socially-useful work offer a host of avenues to the enrichment of the intellectual, social, emotional, and physical personality. Any comprehensive planning of a project must involve such intellectual pursuits as research into the (a) origin of the problem, and (b) how costly in time, materials, and human effort the accomplishment might be, etc. In addition, many projects entail experimentations of a wide range; a project to improve the agricultural practices would involve laboratory and seed-plot experiments in seed treatment, soil content, fertilizers, etc. A project may include much study and creative effort in the arts; a landscaping project will necessitate familiarity with many art principles and techniques. Similarly, each project must be explored to the fullest in order that (a) the best plan may result from wide study and experimentation, and (b) the young will have the enriching experiences of "study" in terms of problem-solving. No experiences can be any more significant than the opportunities utilized to enrich broadly that indefinable thing we know as *personality*. No project can be justified on its contribution to social welfare alone; unless the young who participate in the work gain in personality, then the project might well be classified as exploitation of youth.

SIGNIFICANT SOCIAL VALUE CRITERIA

1. *Any project must culminate in the actual improvement of living in the community.* Projects are not completed when a "proposal" is formulated and then carefully filed in the archives. Only when proposals are effective in changing the environment for the better can they be considered satisfactory from a pragmatic viewpoint. Whenever a project terminates in a plan which is not carried through to application, there is an unfortunate hiatus between thought and action. This hiatus, if continually repeated in situation after situation, may well lead to the development of habits of social inertia and general ineffectuality in applying knowledge to human progress. Further, the world is so desperately in need of *action* for improvement that intelligent leadership of the young cannot permit the youthful energies to be dulled by endless *discussion* about action.

2. *Projects must clearly be an obligation of youth as well as adulthood.* Many areas of social living are the direct concern of children and youth because these areas vitally affect their well-being. There are, however, aspects of community life needing improvement which are unquestionably the responsibility of adults, and youth should not be made responsible for righting these wrongs or for the unpleasant task of cleaning up social festers which adults would like to leave to more eager hands. If the fault for social inadequacy lies entirely on adult shoulders, there is a salutary effect in having to remedy the situation ourselves. This criterion must not be interpreted too narrowly, however. Throughout this volume we are urging projects in which all members of the community—children, as well as youth and adults—together tackle a problem of coöperatively improving living. In such a conception of a project, naturally the adults would perform those duties that are clearly their responsibility, and the young would find their field of

contribution in tasks appropriate to their maturity and ability.

3. *In so far as possible, projects must get at the basic problems of improving social welfare.* Projects must not contribute to the further entrenchment of a social practice which is obviously evil. As an illustration: a project of providing Thanksgiving baskets for the poor, while lessening suffering for the moment, does not get at the root of the evil—the inadequate income of the majority of our families. Not only may the Thanksgiving-baskets-for-the-poor type of project contribute to the notion that we should hold a class of citizens in economic slavery in order that those of us who are more fortunate may annually have the smug satisfaction of “sharing” but, in addition, time and energy given to such superficial betterment could much more effectively be spent in getting at the basic inhibiting influences which perpetuate a scarcity economy in the midst of abundance. Probably no other criterion in the social category is more often violated by project leaders who intend to do the best possible thing for youth and society, but fail to see that the project really contributes little even to the immediate amelioration of the evil and may even further crystallize it. If project leaders would guide the planning phases of projects more carefully and thoroughly and, through research and experimentation, drive the roots to deeper soil, many projects which have been insignificant *might* be made significant in community improvement.

As the reports of projects were submitted, they were evaluated in terms of the foregoing criteria. No report fully met all the criteria with a high rating, but those reports which did not satisfy at least one of the principles^a under each of the two named categories were considered unsuitable for inclusion in this volume. The next seven chapters are designed to demon-

strate how the conception of education-as-community-improvement is actually being carried out by children and youth in the various fields covered by each of the chapter titles.





CHAPTER II

YOUTH CONTRIBUTES TO PUBLIC SAFETY

WHILE adults are striving for ways and means to avert injury and death from traffic accidents and fire hazards, youth is quietly stepping in and personally protecting its own community from needless hazards to life and limb. Sometimes spurred by emotion aroused with tragedy, sometimes by intelligent reflection of children or interested adults, effective safety projects have been and are at the moment organized and operated by youth.

A typical illustration of youth activity of this kind is the school-boy patrol of East Greenville, Pennsylvania. A representative of the American Automobile Association and a corporal of the Pennsylvania State

Traffic Police, while guests of the school, suggested that its position on a busy thoroughfare warranted the school's measures of "self-defense" against careless motorists.

A school-boy patrol was suggested. Of the two hundred pupils in the school, the patrol was to consist of nine selected members. The project was outlined to the boys, and a call for volunteers issued. The response was so enthusiastic that selection was made on the basis of scholarship and dependability. The project was officially inaugurated before the assembled school, and after an impressive address by the state traffic corporal wherein he charged the boys with their responsibility, he presented a belt and safety badge to each boy.

During the first year, the project was under the direction of two teachers who exercised supervision and guidance, but the second year's work was planned and directed by a captain and lieutenant selected by the pupils, and the procedure has been continued. The captain appoints the members of the patrol to their daily tasks, selects substitutes for absentees, notes any negligence on the part of the student body or patrol, and supervises the entire program. The lieutenant, second in command, conducts inspection and calls for neatness and the proper performance of duty.

In addition to directing traffic and guarding the lives of young and old in the school vicinity, this group of boys, ranging in age from nine to twelve

years, has assumed a large share of responsibility for conducting fire-drills and supervising the behavior of their fellow pupils in the school halls and playgrounds.

- In order to stimulate school interest in their campaign, the boys arrange and present entertainment on the subject of safety. On one occasion, a moving picture was shown; on another, the pupils were given a demonstration by a blind man and his dog guide. They were made to see how carelessness had lost him his eyesight. The community is intensely sympathetic with the experiment because of its merit and obvious value to the locality.

The tragic deaths of three school children resulted in an appeal by the Chief of Police to the children of Franklin School, Berkeley, California, and a Junior Safety Patrol was immediately organized. The initial project was composed of only six boys. The purpose and positive contribution of the plan was apparent, and the idea of a safety patrol was adopted by all the elementary schools and junior and senior high schools of the city. Today, the total force is 640 boys. Each school has its own safety-patrol unit, the size being determined by its particular traffic situation. The average unit is composed of ten officers and two substitutes. They work in two shifts, each shift relieving the other at stated periods. This schedule prevents students from sacrificing their recreational and study

time. The ranking officer is a senior sergeant. He is aided by a junior sergeant and a corporal in each squad. Members of the force are invariably chosen from the higher grades. They direct traffic during morning, lunch, and closing hours. Special traffic control is enforced at eleven and two o'clock to take care of the lower-grade children.

The Advisory Council consists of the Superintendent of Schools, the Director of Elementary Education, the President of the Parent-Teachers Council, four principals appointed by the Superintendent, the Business Manager of the Board of Education, the Chief of Police, and the Director of Junior Traffic Police. This council is the final authority on all problems that pertain to the patrol and the selection of its superior officers.

When chosen, an officer is given a pledge of office, and definite rules of conduct are impressed upon him by the council. He must always conduct himself as an "officer, gentleman, and student." He is instructed not to "talk back" to motorists. If they refuse to obey his signals, he uses a card furnished for this purpose to report the offenders to the Director of the Advisory Council, who deals with them impartially. Generally, a reprimand is sufficient. Coöperation between the patrol and the motorists is strongly approved. Unless absolutely necessary, the halting of street-cars and heavy buses and trucks is avoided. However, the juniors are invested with these rights in city ordinances.

They are provided with uniforms to be used while on duty only. White trousers, bright red sweaters with a special badge attached, and yellow caps not only lend a dash to the service, but make the boys more noticeable to motorists. Semaphores and police whistles are also supplied them.

The concern of a sergeant of the Seattle police force over the growing list of child casualties was the immediate cause for the organizing of the Junior Safety Patrol, Seattle, Washington. On a trip across the country, the sergeant made it a point to observe successfully-operated safety patrols throughout the eastern states and made haste to apply his acquired knowledge on the subject of safety for the benefit of his own community. In addition to physical safety, the sergeant decided to add that of juvenile crime prevention and moral welfare.

The patrol is under the direction of the Director of Junior Safety, who is in charge of the Junior Safety Division of the Police Department. The Junior Safety Division has the school patrol and handles all other cases involving safety to children under eighteen years of age. The position of Director of Junior Safety is a regular civil-service post. The division's duties consist of the prevention of accidents and juvenile delinquency, rather than their cure.

Each school has a separate unit. The principal of the school leads it. There are one pupil captain, one

or more lieutenants, and two patrolmen for each crossing under the patrol's jurisdiction.

The principal designates the "school crossings" and instructs the pupils to assemble there promptly so as to avail themselves of the services of the patrol. The patrol captain is in charge under the principal. He must assure himself that his officers understand the proper method of conducting traffic duty, and he is responsible for all equipment. The duty of the lieutenant includes seeing that all officers are at their posts and attending to business.

Each patrol is equipped with badges issued by the Police Department. Those of the captains and lieutenants are of shiny brass, while those of the patrolmen are finished in nickel. The Automobile Club of Washington outfits them with white canvas "Sam Browne" belts bearing the black and white A.A.A. insignia. The flags of red canvas (14" x 18") with the word "STOP" painted on each side are attached to a forty-inch staff. These flags are supplied by the Police Department. The condition of equipment is inspected and reported upon twice each month by the captain.

The boys are charged with the gravity of their responsibility when they take the following impressive pledge of service to their fellow pupils and community before the school assembly:

I promise on my honor:

1. To work for the safety of the pupils of the Seattle Schools as I would want those who are appointed to safe-

guard our city to work for my safety and the safety of my family and friends.

2. To try to protect myself and those with whom I come in contact from the risk of unnecessary chances.

3. To keep myself clean, morally, mentally, and physically, by being honest, trustworthy, loyal, helpful, obedient, and brave.

4. To do my best in helping to reduce the number of accidents during the year; and, by my example, to help make my school a model one for safety.

5. To perform faithfully the duties as outlined for a Seattle Junior Patrol officer.

To lend the organization further importance and distinction, rewards are accorded to the members. They are always made to feel that their services are appreciated. If any especially distinguished act is performed, a merit button is awarded. The name of the boy so honored is posted on an honor roll in the police station. The patrol has its own flag which is kept with the regular police flags. On Memorial Day, the patrol has its unit in the day's parade. It is inspected by the city and school officials along with the regular officers of the Police Department. Once each year the police give a picnic in honor of the patrol. At this time, useful prizes are awarded to those who have earned them, and the group is "serenaded" by the entire police band.

Another type of safety campaign has been undertaken by the high-school seniors of West Springfield, Massachusetts. Ten years ago, during a city-wide safety

campaign, the Superintendent of Schools asked the seniors of the high school to add their efforts to those of the rest of the town in the interest of accident prevention.

The seniors met and decided to concentrate their energies on education and promotion. Their project was completely coöperative. Correspondence with various safety agencies brought information on the subject, and material was derived from these sources for the preparation of bulletins and letters. These were mimeographed and distributed to the students.

To present facts more effectively, they prepared posters with the aid of the art department. Catchy slogans, such as, "He who learns to look each way will live to look another day," were originated and popularized. Personal letters on safety were written to every class in all the schools of West Springfield. Students obtained from the Springfield Automobile Association printed cards bearing ten safety rules and distributed these among the parents and children. Members of the class also prepared talks on safety and delivered them to the classes.

A student was chosen to attend a safety conference at the town hall and returned with information showing what other safety programs were accomplishing. Still another member of the class visited the town's industrial plants and introduced "safety consciousness" to his fellow students.

The fervid interest aroused in the senior class car-

ried over into the next year when fire prevention was added to the safety program.

Although the events recorded here took place several years ago, the project is still alive and prominent among the school's activities.

The Continuation School, Easthampton, Massachusetts aided, in a state-wide safety campaign, the boys assisting the local committee by building the sign-boards to be erected at strategic highway crossings for the use of safety-poster displays.

Maps were drawn which marked the principal highways and suggested points for the safety boards. When the sign-posts were completed, the boys organized themselves into groups of three to erect them. Under the supervision of a town employee, holes were dug and the sign-posts footed in concrete. A member of each group was chosen to fasten the first poster. Since that time, the boys renew the posters when necessary and attempt to prevent destruction by vandals.

A similar traffic campaign was undertaken in Norman, Arkansas. Here school-boys built road-markers to aid tourists passing through their town.

In San Diego, California, due to a shortage of patrolmen for crossings in elementary-school districts, the Police Department appealed to the schools themselves. It was decided to make markers in the form of

policemen. The figures were designed, and the workshops and sheet-metal shops in the schools undertook their construction. The art department contributed to the work by painting the finished product. Eventually eighty such markers were built and placed at dangerous school crossings for which city patrolmen were unavailable.

The safety projects discussed in these pages have been coöperative youth activities. In some cases there has been strict adult supervision even after the project was properly launched, but the greater part of the program has been carried on by school children. These projects have been of physical, mental, and moral value to youth and of general value to the community. Any situation which calls for a Junior Patrol will necessarily cultivate such qualities as leadership, courage, judgment, initiative, patience, loyalty, and fair play in those who participate. Boys are learning and teaching others habits of safety, as well as developing that respect for the common law conducive to good citizenship.

Fire prevention is also being emphasized by children. Washington Irving High School, New York City, is situated near the congested tenement district. Impressed by frequent fires, the students ventured personally to investigate the neighborhood for violations of the fire laws. As their contribution to Fire

Prevention Week, they planned a special drive to correct these conditions.

With the aid of "FOR YOU," a pamphlet issued by the Tenement House Department, the pupils drew up an inspection blank for use by amateurs to check fire hazards. Students were requested to inspect their own homes to see that the regulations specified in the blank were complied with. Thoughtless neighbors who used their fire escapes for flower boxes or for storing food provisions were interviewed, admonished, and asked to cooperate.

After completing their investigation, the students made a detailed report of the violations uncovered to the Tenement House Department.

Perhaps one of the most dramatic of child safety projects occurred in the same city. Late one night, the blaze and crackle of fire awakened the inhabitants of the tenement district. Screams of terror spurred the neighbors to the rescue. To their horror, they found the situation hopeless. The burning building was an old frame structure. There was no means of controlling the fire, and the occupants were trapped. Before help could be obtained, the building was burned to the ground. Five children and three adults lost their lives, while their friends watched helplessly.

The next day the frightened and grief-stricken children of the neighborhood gathered in the gymnasium of Stuyvesant House. They realized that their

own homes were unsafe—that the same fate that had overtaken their playmates might overtake them. An intelligent adult directed their emotion into constructive channels and advised the organization of a tenement commission campaign to correct housing conditions. The idea took root. The children determined to call on the Mayor and ask for help.

They listed the unsafe conditions that needed correction, then planned a parade to City Hall. With the spirit of crusaders 700 children, carrying banners inscribed with such slogans as "We Don't Want to Burn," marched to the steps of City Hall where they were received by the Mayor's Committee. Two boys were chosen from their ranks to present the children's demand for safer housing. The speech made by one boy was short but revealing. "My mother hasn't slept one night since the fire," he said. "She walks back and forth in the house. She is afraid to go to sleep because we have wooden stairs and awful fire escapes that go straight up and down, and the janitor keeps the backyard door locked."

The Mayor's Committee thanked them for coming and promised them that eventually no one would have to live in such homes, but that improvement would have to be gradual since the immediate ejection of all tenants from old tenements would necessitate putting one-half of the population of New York City in the streets.

The campaign did not end with the parade. A

group ranging from fifteen to nineteen years of age decided to carry on the work with a campaign to inform the neighborhood of the real danger in their housing conditions. They formed the Stuyvesant Housing Committee. No definite plan of procedure was outlined, but a decision was made to meet the difficulties as they arose. The use of a flexible program would encourage practical application. The group divided into two committees—one to acquire information on present housing conditions, the other to decide on a plan of immediate action. Members seriously studied existing conditions, listened to lectures by authorities on the subject, made trips to new model-housing units, and started a clipping file of their own achievements.

Aware that a "fire trap" bill was under discussion in the State Legislature at Albany, they decided to send a representative armed with a petition from the neighborhood to the state senator and assemblyman. In order to raise the necessary twenty dollars to send a delegation to Albany for the hearing of the bill, it was planned to hold a basket-ball game and dance. Members visited various neighborhood societies to secure signatures to the petition. After the passage of the bill, the settlement was advised by wire, and a mass meeting was held to celebrate the victory.

The committee printed thousands of circulars for distribution informing the community of their new housing rights, advising them at the same time of the

name of the proper persons to contact for further information. Armed with these circulars, the committee planned another campaign. Young members of the settlement took circulars home with them, and if they found their tenements did not comply with the new laws, they reported the addresses to the settlement. The campaign was thorough and resulted in numerous telephone calls and letters. All returns were reported to the City Tenement House Department in the Municipal Building to be investigated. As inspections were completed, the Tenement Department sent duplicate reports to Stuyvesant House as evidence of their work. The children on the committee personally rechecked each report as it came in from the Municipal Building.

Delegates from mothers' clubs were invited to one of the meetings in order to enlist their aid in the systematic survey of tenement-law violations.

The children decided to hold a rally at Hamilton Fish Park for the purpose of soliciting federal aid for New York City housing conditions. The meeting had been proposed by the Lower East Side Public Housing Conference, which represents most of the settlements in that locality. To advertise the event, the children adopted the following procedure:

1. Each member urged his parents to attend the rally.
2. Talks were given to each children's club in the settlement and to three mothers' clubs. After each address,

a mimeographed plan of rally attendance was given to each one in the audience.

3. On the Saturday previous to the Monday of the rally, cards were sent to 1,500 members of the settlement, reminding them of the rally.

Although the committee is in its infancy and is also a pioneer among settlements in effective housing work, it is achieving results. Owners, unwilling to invest money in adequate improvements, are closing their tenements. Many of these buildings have been demolished to make way for new housing. Every day, new fire escapes and other improvements are reported in the neighborhood.

The real value of the fire-prevention work done by these East Side children, aside from the valuable lessons they themselves learned and the recognition accorded them by the presentation of fire-prevention medals, is the invaluable service rendered to their city. Through their activities, these children have drawn the eyes of those in authority to the dangers in which they live and have aided materially in bringing about the passage of laws to guard life in their community. They are furnishing impetus for the eventual removal of tenement buildings. They have made their families and friends aware of the momentous danger in which they live and informed them of ways in which to help themselves.

The public-school pupils of Seattle, Washington, have made a significant improvement in the safety of

cities; they travel sixty miles an hour in their automobiles; their streets are lined with telephone, electric light, and power lines; and even the most isolated farm receives the latest world events over the radio every hour. In Seattle alone there are more than 100,000 automobiles.

Hallowe'en customs are changing to meet modern conditions. While we still hear of pranks causing considerable property damage, sometimes injuring people or causing death, this type of thing is done now only by that very dumb individual who cannot think of better things to do on Hallowe'en, and who does not realize the destruction, suffering, and unpleasantness he is causing. The modern person of average or superior intelligence knows that destructive, dangerous, or mean Hallowe'en pranks are relics of a past age and not suitable to our fast-moving, up-to-date civilization.

Things to Avoid on Hallowe'en:

1. Destructive pranks that cause even a slight loss through the damage or misplacement of property. There are too many people who need every cent they have to buy food, clothing, and fuel.
2. Dangerous pranks that might lead either directly or indirectly to the injury of one's self or others. Sometimes even tricks that seem quite safe may delay a doctor or someone needed very urgently elsewhere.
3. Mean, senseless pranks that cause extra work, hard feeling, or unhappiness. Imagine others doing these things to you.

Things to Do on Hallowe'en:

1. Jack O'Lanterns, Ghosts, Masks, etc.
2. Hallowe'en Parties.
3. Attend shows, moving pictures, etc.

60 YOUTH SERVES THE COMMUNITY

4. Serv[^] refreshments to Hallowe'en fun seekers when unsolicited.
5. Helpful projects for old and helpless people.
6. Make Hallowe'en decorations for the home
7. Hallowe'en games and stunts.
8. Simple, safe amusing tricks.

President, Student Council.

HALLOWE'EN COMMITTEE

.....
Every up-to-date, intelligent pupil should be able to sign the following statement on November first:

DURING THIS HALLOWE'EN SEASON I HAVE ENGAGED IN NO DESTRUCTIVE, DANGEROUS, OR MEAN HALLOWE'EN PRANKS.

Sign here

Return this slip to your Room Representative on the morning of November 1, 1935.

The foregoing examples of campaigns to improve the safety of life and limb in communities are given to illustrate what children and young people are actually doing, and *not*, as stated in the *Preface* to this volume, for purposes of emulation. Scores of similar projects have been reported in this survey, but space limits the number of illustrations which can be sketched here. For a more complete list of the projects which fall into the classification of this chapter, see the *Appendix*.



CHAPTER III

YOUTH CONTRIBUTES TO CIVIC BEAUTY

THERE are rich possibilities for projects in the area of civic beauty—gardening, landscaping, forestry, public buildings, and community planning. These areas of endeavor offer opportunities for children and youth to exercise their imagination indefinitely, to develop powers of organization and coöperative attacks, and to see the tangible results of such socially-useful work in the improvement of the community life.

Garden City is a community of boys and girls, incorporated under state laws of Massachusetts and originated by a public-spirited citizen of Worcester. The project started with eighty children from the

poorer sections of that community. During the twenty-six years of its existence, the "city" has had 17,160 Junior Citizens, a majority of whom have maintained memberships for several years in succession. The originator of the project incorporated his youngsters into a miniature city, each member becoming a Junior Citizen. They elect their own mayor, city council, street and water commissioner, police force, and members of the court. The Mayor presides at all meetings. When their Junior City Council asked for two members of the Worcester Police Force to act as superior officers over their own, the request was granted, and the Chief of Police formally inducted two of his men into their posts in the junior organization. Their records show that, for ten years, no junior citizen has committed an offense justifying a trial.

Aside from governing themselves and protecting their own property, Junior Citizens plant and work their own gardens. Plots of ground are deeded, and seeds are supplied by their organization. They learn to adjust their activities to the moment's need and to fight a common danger, such as the Mexican beetle, with coöperative effort. They sell their produce to parents or to any other consumer a Junior Citizen may find on his own initiative. They are taught that any remuneration above the market price is "graft."

The benefits to the children are too obvious to need mentioning. During the summer of 1933 there was not a case of sickness among them. They gain in

health from active life in the open air and sunshine and from the fresh vegetables they would otherwise not have. They gain in morale from industry, thrift, thrill of achievement, and consciousness of usefulness. Statistics show that, in sections where garden cities have been located, juvenile delinquency is at a minimum.

These advantages to the community are recognized each year when representative citizens of the Junior Garden City are "received" by the Mayor of Worcester and, in Boston, by the Governor of the State.

Somewhat similar to the Junior Citizens are the Junior Improvement Associations of Fairhaven, Massachusetts. Membership in the associations is confined to the high schools and the elementary-school pupils above the fifth grade.

Teachers of the lower grades prepare the way by encouraging their pupils in helpful activities outside the school. They use slogans, visual-aid suggestions, and recognition devices. From the first grade, children are made to feel that *theirs* is an important part in all that is done. All voluntary deeds of service are commented upon and recognized, whether done for family, neighbors, or on the playground. Class slogans, such as "Service Means Helping," are adopted and hung in the classrooms. Children find pictures illustrating these slogans, and cut them out, and mount them. Drawings and clay modelings are made

depicting deeds of helpfulness. If a child is seen picking up papers on the playground, he is commended. "Clean-up" squads are formed, equipped with paper caps and armed with pointed sticks. By the time the fifth grade is reached pupils are thus receptive to ideas of community service and ready to take part in initiating and carrying out projects of the association. Their consideration of others is then directed toward distinctly civic ends. They are taught that a good citizen concerns himself actively with the good of the community.

These associations are, to some extent, self-governing pupils' organizations with their elective committee taking part in the administrative routine of each school. Their relation, however, to the larger community outside the school is especially emphasized. Meetings are held weekly, and pupils are trained to conduct them in a parliamentary way, making their own reports on the various transactions.

The work goes on even during the vacation, for the children realize that the community they live in is their unit of society and that its common life does not cease when the school is closed. Their efforts include:

- Clearing snow from sidewalks
- Tree census
- Public playground work in summer
- Clearing tree limbs from streets after storm
- Taking care of home lawns
- Planting trees for shade
- Clearing autumn leaves from streets

- Filling washouts in roads
- Clearing up empty lots
- Cutting down brush in vacant lots
- Providing bird houses
- Destroying moth eggs and cocoons
- Removing rotten limbs from trees
- Caring for trees
- Fighting brush and forest fires
- Renovating school property (This includes building a boardwalk, scraping and enameling doors, and finishing desks.)

The following is a typical project in social planning: Attention of the President of the Junior Improvement Association was called to an unsightly lot prominently located on the main thoroughfare. After an investigation suggested by him, a committee was appointed to obtain the owner's permission to work on the lot. Another committee was chosen to map out general requirements; a third, to solicit the aid of the Selectmen and Street Department. It was decided by the boys to beautify the lot, as well as clean it. A contest was opened for a sketch of the plan, the pupil who submitted the best drawing to act as supervisor of the work.

The next step was to find equipment. Money in the Junior Improvement Association was appropriated to buy grass seed and shrubs. Refuse was removed; the Street Department was called upon to cart away stones, to plow and harrow the ground, and roll it after the grass seed was planted. An interested neigh-

bor supplied a hedge. Lilac, forsythia, and hollyhocks hid an ugly wall. Gay, hardy flowers dotted formerly bare spaces. A rock garden ran across the lawn. All this stimulated the neighbors to improve their own properties.

As summer approached a schedule for mowing, weeding, and watering was arranged. The incoming fall class continued the work.

In order to keep alive the interest of the children and their sense of responsibility to the neighborhood throughout the year, a poster hung in the corridor with projects appropriate to the season. Some of those which obviously would contribute, directly or indirectly, to civic beauty and health follow:

Destruction of ragweed

Clearing out gutters for drainage when neglected by the Street Department

Destroying breeding places of rats and mice

Destroying breeding places of mosquitoes and flies

Being responsible for milk distribution in schools

Selling Red Cross stamps

Encouraging clean-up campaigns in the spring

For two years the Junior Improvement Association from the fifth to the eighth grades has devoted itself, during September and October, to the destruction of the ragweed. The teacher holds up before the children a specimen of the weed, asking its name. It is shown to be ugly and described as growing rapidly. The suffering and impairment of health it causes

through hay fever is explained. The class is divided into squads, and after making sure that no member is addicted to hay fever, the squad is taken on a field trip. Each squad is assigned an area. To prevent seeds from being blown away a special room is provided for the ragweed while it is being collected. Squad captains compare scores of the amount pulled, making a contest of it. It is burned in a bonfire at a community assembly, and a cup is presented to the squad which has made the best rating.

How eagerly youth responds to the idea of defending the community against a common menace is shown in the war on the tent caterpillar by Boy Scouts of Westchester and Putnam Counties, New York. The Civic Service Committee, a group of men interested in promoting service activities, suggested a crusade against the destroyers of trees which were attacking valuable shade and fruit trees throughout these counties. The idea was presented through the Scoutmasters to the boys, numbering one hundred and sixty, from twelve to fifteen years of age. The groups were self-managed, doing their own planning and work after school hours and on holidays and Saturdays.

The egg cluster of the caterpillar is easily flicked off or the twig broken off without injury to the tree. These the scouts brought in all types of containers to the troop meetings where they were counted and re-

corded. A large table loaded with egg clusters was exhibited at the annual meeting of the council in January. The eggs were then burned to prevent hatching.

Based upon the United States Department of Agriculture estimates, the result of the boys' work is as follows:

Egg masses collected	49,621
Estimated number of worms destroyed	11,072,362
Estimated damage to trees prevented	\$11,072.
Budget of Hendrick Hudson Boy Scout Council	9,284.
Estimated saving to residents of area over and above the total cost of administering the Boy Scout pro- gram	1,788.

Foundation for the campaign against the tent caterpillar in Putnam County was laid in a small project called "Our Community." A class of twenty-six pupils made individual booklets of facts uncovered in their study which grew into bigger, better, and more useful projects—one of these a tent-caterpillar contest announced by the Scout executives of Scarborough. Prizes were given by the American Legion and garden clubs for egg masses. Four patrols of eight boys each were organized, one leader and one assistant with each patrol. The assistant with the patrol secretary received from each scout reports and collections which were forwarded to the Scoutmaster. Publicity for the drive was furnished in a weekly paper. Interest was maintained by correlating the contest with

the regular hikes, map-making tests, etc. Suitable prizes in the form of scout equipment and supplies were given to winners.

In the annual war on caterpillars by the Garden City Scout Troop, Mineola, Long Island, New York, depredations to shade trees were prevented by the destruction of a grand total of 11,000,000 caterpillars slain in eggs or otherwise.

According to Scoutmasters, the benefit of such projects to the boys was as great as their importance to the community.

Much the same method was employed in fighting the tussock moth in Lincoln, Nebraska. School children coöperated actively with the Civic Affairs Committee in a vigorous campaign to protect the city's shade trees. The Department of Entomology of the State University issued bulletins to school children of all grades and to every householder, explaining the vital need for such a campaign. Slides showing the tussock injuring and stripping trees of their foliage appeared at the local theaters. Brief sketches explaining to the public the best methods of fighting this pest were published daily in all newspapers. Posters made by pupils were displayed on bill-boards, in stores, and other public places.

Boy Scouts and Junior Civic League members were appointed to make a survey of trees infested by the

pest, and to put up a red flag reading: "These premises are infested by tussock moths. The eggs of this insect should be gathered and burned in order to prevent the trees from being killed." Each child had an area to cover and was provided with red tags and pamphlets to inform property owners on the care of their trees.

Twelve to fifteen bushels of the insect eggs were gathered by school children during the tussock-moth campaign. Many householders who had no children in school but who were interested in the campaign, collected the eggs from their premises and burned them in a public bonfire in appreciation of the children's efforts to protect the trees and the beauty of the city.

Stories and verse about the dreaded pests were written by the enthusiastic school children among which was the following:

There was a boy named Johnny Roth
He said he was after the tussock moth.
He looked for his enemy night and day,
He said it was easy, he knew it would pay.

He said every one should do his best,
To help get rid of the troublesome pest,
John worked with zeal, and then said he,
"I am sure I have saved the life of a tree."

With the universal awakening to the value of trees, comes the fight against forest fires. In Georgia there

are approximately 25,000,000 acres of forest land, constituting about two thirds of the area of the state. Of this, only 5,000,000 acres are protected against fire.

In order to arouse interest in vocational forestry and to save the state incalculable fire loss, a young man who had recently returned from a forestry school undertook to enlist the farmers of his community in establishing timber fire protection. Most of them were tenant farmers. For this and other reasons, they were not responsive. He then called a meeting of the youth of the neighborhood and explained his ideas—that of arousing public sentiment against harmful forest practices. The boys favored the plan at once, framed a constitution for a vocational forestry club, and organized a group.

As the first project of the club, a student of the Sale City High School, in Mitchell County, organized a demonstration home-forestry project. He, with a helper, constructed 1,200 yards of fire break in two twelve-hour days. His timber was bounded on three sides by cultivated fields and on two by a public road. On the three field sides, he built fire breaks by plowing furrows on each side of a strip and burning the center strip. When the fire breaks were prepared, the community was invited to watch a demonstration of scientific fire fighting. The club supervised the demonstration. The fire would not spread over the fire breaks into the timber lot, but on an adjoining timber lot not so prepared the fire spread at once.

The demonstration resulted in a great effort throughout the area to prevent forest fires through modern methods.

Trees and their care figure largely in the work of the Home Beautification Bureau of the Future Farmers of America at Maryville, Missouri. The members of this bureau range in age from fourteen to twenty-one. As part of their annual contest, they planned a campaign of home beautification and improvement, and asked their adviser to appoint a committee of impartial adults to take pictures and notes of all homes in the community before the contest and again at the culmination. After the discussion of the problem of home improvement, the following suggestions were made:

- Keep the grass cut.
- Plant shrubs and flowers.
- Repair and paint buildings and fences.
- Grade and gravel drives and walks.
- Name the farm and erect signs bearing the name.
- Keep weeds mowed around lots and buildings.
- Prune and mend trees.
- Set out shade trees.
- Plant hedges.
- Remove rubbish.
- Repair gates.

Each boy took stock of his own premises and, finding what resources were at his command, enlisted the coöperation of his parents. They studied the possibili-

ties of beautification at a small expenditure. The "clean-up" came first with the removal of rubbish and the cutting of grass and weeds. Some of the boys scoured the woods for ornamental shrubs and shade trees, discovering varieties unknown to them. They observed each other and consulted experienced farmers. Their activities attracted much attention in the neighborhood. In many instances, neighbors contributed seeds, bulbs, cuttings, and implements. One of the discoveries made by the boys which immediately came into common use was the fact that the ordinary buckbrush made an effective hedge. Hedges of this brush soon became the fashion, replacing broken-down fences and adding a note of seclusion and interest to the whole area.

Despite the keen rivalry among the boys, friendliness prevailed among them when the judges made the difficult decision. This was in part attributable to their strong sense of coöperation.

Neglected lawns and a general run-down appearance of the homes were factors leading to the establishment of the South Jersey Garden Club at Egg Harbor, New Jersey. Upon the suggestion of the instructor of vocational agriculture, the young people took a direct part in initiating this garden club. To introduce the idea, a committee of the Parent-Teachers Association visited the classrooms and invited the students to a group meeting. At this meeting, the

young people planned a campaign for city beautification to begin with gardens at their own homes. For three years they have grown flowers and vegetables for exhibition at their show in September, where prizes are awarded in each class. The effect on the community has been marked, for the grounds around most of the houses and schools now have attractively cultivated gardens.

At the request of the citizens of Egg Harbor, the club has been prolonged from year to year as evidence of its practical value. The interest of the pupils has increased steadily, as recognition of their efforts has come to them. The club began with 150 children. It now has 210 members, ranging in age from nine to sixteen, and it includes pupils from the fourth grade through high school.

In the beginning there were difficulties because of lack of funds and a leader with enough time to devote to supervision and visits to club members throughout the summer. The success of the project has partially overcome these difficulties.

A rather different incentive was felt by the Camp Fire Girls of Sherman, Texas, when they organized a community garden to supply cut flowers to invalids. Ten girls under the direction of a leader chose a plot thirty feet by eight feet on the grounds of a local church. Dividing into committees they cleared and raked the space, using the stones for their border, and

spaded the earth to a depth of twelve inches. Having consulted a florist who advised them to specialize in a few varieties, the girls planted seed which would grow easily and make a colorful garden.

In a dry climate with no watering hose, the girls were obliged to carry water to their garden in buckets. When the seeds came up, committees took care of thinning, cultivating, and transplanting. Rotation planting kept the garden bright and supplied the church as well as the invalids with flowers until winter.

The project was so successful and helpful that the church made the project a permanent one for the girls, using the garden as a constant source of supply of cut flowers.

How flower gardens may serve both gardeners and communities in many ways is shown in the contest between five schools to stimulate interest in school grounds of the communities of Albemarle County, Virginia, in a project called Beautification of School Grounds. The "competition brought splendid results in coöperation and accomplishment," says its sponsor.

The Cismont School had a cleaning-up day each spring and again in the fall. Even the first graders took part. The yard was raked and cleared of trash, and the school walk gravelled. Rambler roses were planted along the fences. Cedars, a box hedge, and iris bulbs were planted and a flagpole reset to better

advantage. A neighbor loaned a plow, and the boys, using a horse that had been driven to school by one of the pupils, plowed a wide furrow along the gravel walk. This furrow was filled with rich soil by another company of workers, and violets were then planted. The boys later tore down an old stable, improving their baseball field and getting lumber with which they built a much-needed tool house. For the installment of the playground equipment, the children raised seventy-five dollars.

Oak Hill school children formed a Junior League. The members worked together to improve the school grounds. They placed outbuildings in better positions, and screened unsightly ones with vines and shrubs. They cleared a bank in front of the school-house and planted it with grass and shrubs.

At the Bethel School, in addition to clearing the school grounds and planting flowers and trees, the young people moved the outbuildings to less conspicuous positions, screening them with shrubbery. They also built interesting bird houses, bird baths, and feeding stands. They constructed seesaws, and swings for their use.

The Edgewood School was more ambitious. The young people here improved the approach to the school by clearing the road and planting shrubs and iris on either side of the gateway. Formal rose beds were made, and a bird sanctuary was built. Young maples were grouped in several places. The boys also

whitewashed the outbuildings, built new seesaws and swings, and cleared the playground for greater space.

In the North Garden School, the boys and girls whitewashed the buildings and the stones outlining the walk. They built a bird sanctuary and feeding shelves. They gave attention to the interior of the school-house as well, cleaning it during the winter months. They added a reading table, chairs, flower bowls a fish bowl, and bird-cage to brighten their school home.

In these rural schools the whole community gained in attractiveness and value as a result of youth's interest in and efforts toward civic beauty.

The initiative shown by children in making their schools and homes more attractive is described in the report of Flomaton, Alabama, and St. Cloud, Florida.

The fourth- and sixth-grade pupils of the grammar school at Flomaton, Alabama, were dissatisfied with the unattractive school grounds and drew a plan to scale for landscaping. When it was completed to their satisfaction, they presented it to the county demonstrator in charge of this work. As no money was available, they dug up shrubs in the woods, baled and burlapped them, and planted them in the ground according to their design, thus adding beauty to the school and community.

At St. Cloud, Florida, the suggestion came from the teacher and twenty-five members of the Future Farmers Club to landscape the homes and the school

grounds. The boys visited neighboring schools to study the improvements already made. Soon individual members were pruning shrubs and trees, planting and fertilizing their home grounds, and suggesting, on their own responsibility, improvements in public property. The teachers aided with advice and with occasional talks on the benefit of the project to the community. The boys increasingly took part in the discussions. This beautification project has become a continuous one, growing in scope until, at the present time, much of December and January are spent in planting shrubs and trees. In addition, the boys are planning a coöperative ornamental nursery in which plants will be raised for beautifying the entire community.

A project improving the safety as well as civic beauty was initiated and carried on by high-school pupils when they concentrated on landscaping a dangerous crossing at West Springfield, Massachusetts. According to their yearly program of work, the West Springfield chapter of Future Farmers of America "shall perform one act beneficial to the community."

A group of twenty-seven boys chose a task typical of the work of Future Farmers throughout America—the beautifying of an unsightly and dangerous corner at an important intersection of their town. A committee, appointed by the group's leader, approached the town's officials who were immediately interested and re-

requested that the boys submit a plan. The project became class discussion and research in the high-school work in agriculture. Plans for landscaping were drawn in class, and the best plan was submitted to the Park Board and Selectmen. This plan was promptly approved. Tools and transportation to and from work were supplied by the Street Department.

Twenty-seven boys between the ages of fourteen and nineteen, were at some time engaged in renovating this corner. They offered their services in one-and-a-half hour periods. It was estimated that 500 hours were consumed in the project. The plan developed easily. Every one was busy, and each boy had a clear picture of the goal in mind. Enthusiasm developed as the service to the community was able to show more tangible evidence.

The lot became a place of beauty. Traffic dangers from blind crossings were minimized. The group won second place and a prize in the Springfield Union highway-beautification contest.

In the efforts of the school children of Kalamazoo, Michigan, in protecting and beautifying a corner school lot, there is also an element of safety as well as beautification. The grounds of the Buckhout School, an unfenced corner lot, were used by motorists and wagon drivers as a short cut. This traffic was not only defacing the grounds but it was dangerous. The children resented this carelessness and built a rustic fence

in an attempt to beautify the corner and discourage heedless drivers. During the summer vacation, however, the fence was torn down and the children's flower beds were driven over and destroyed. This so incensed them that they appointed a committee to consult one of the professors of Western State College, who in turn took the query to a member of the faculty of Michigan State Agricultural College. Then, the children, their parents, the school board, and teacher discussed the situation and decided to protect and landscape the grounds. The entire community coöperated with the school in bringing stones to build a more durable fence. When approached, parents gladly donated flowers, bulbs, and seeds. Two boys, borrowing their father's truck, volunteered to bring rich soil from the swamp. The spirit of the project was contagious, and such work is growing in importance in this community.

Though no wide corners with possibilities for flower beds, shrubs, and trees offer themselves in the city, children's innate sense of order and beauty can always find some expression. This was demonstrated in New York City by the pupils of Washington Irving High School who were asked to make a study of things that defaced the city. This survey included such items as dirty sidewalks, water tanks on roofs, and garish billboards. The pupils recommended the eventual elimination of the unsightly things, and in the meantime

they advocated beautifying features such as shade trees, landscaped boulevards, clean streets, provisions for refuse, and educational bill-boards.

Real constructive ability and a pioneering instinct moved a few girls in the remote farming community of Hickman, California, to establish a community center. In the town there was little opportunity for wholesome recreation or social activity, so a 4-H Club was formed. This was composed, at the outset, of fifteen girls averaging thirteen years of age. The only place that could be used for meetings was the school-house. The girls felt keenly the community need for a social center. A number of suggestions were canvassed and, finally, they decided to begin with a Sunday school.

The question of location arose. Their choice lay between building a hall and renovating an abandoned forty-year-old church. The girls saw no way of obtaining the money to build, so the 4-H Club dispossessed the tenants of the old church (owls, woodpeckers, and bees) and spent their Saturdays cleaning the building, mending the roof, and whitewashing the walls. A discarded organ was put into working order by three vigorous girls who applied themselves industriously with needles, thread, glue, hammer, and nails. With these renovations completed and the advent of milder weather, the club, by now considerably enlarged, had its first meeting in the new club room. The girls brought their mothers with them. Until then, meetings

had been held in the homes of members. Thus, the parents saw, at first hand, the value of collective effort as a result of the coöperation of their daughters, and themselves felt a new interest in the common welfare.

At about this time there was found to be a mortgage on the property. Payment was called for, and, not receiving it, the mortgagee decided to sell the building to a wrecker for forty dollars. This aroused the indignation of the girls who had done so much toward creating a social center. They started a campaign to save the building, and collected fifty dollars in donations which ranged from fifteen cents to five dollars. The property, after all, was found to belong to the people of the town, and the mortgage was made a gift to the club upon the payment of some small additional charges due. These were met by a gift of \$100 which had been donated for the building of a new room, by a man who had become interested in the work of the girls, and who believed in its value to the community. The older girls volunteered their services as teachers in the Sunday school. The attendance increased steadily, reaching an average of over thirty, and an ordained clergyman was persuaded to take charge of the church services. Further repairs were made and decorations put on building, grounds, and furniture. An adult class was organized, and the church, while preserving certain autonomy, became affiliated with the Presbyterian Church.

One of the older 4-H Club girls is grooming younger

members of the club for future leadership to insure continuance of the work, but she warns against a project in which the leader assumes too much work. She considers that the greatest difficulty encountered was lack of community consciousness in the population, and especially among the parents.

In another small high school, the pupils did not labor under the disadvantages of the girls in Hickman. The high school at Bruno, Arkansas, was granted an agricultural department which was partially supported by federal funds provided by the Smith-Hughes Act. However, the agricultural students soon found that the one room assigned to them was insufficient in size and equipment.

Realizing how limited were the funds of the community, the boys suggested constructing a shop for themselves. The instructor recognized the educational and social value of the project, and plans were laid for carrying it out. The group, then numbering fifteen boys from the seventh to ninth grades, inclusive, was divided into committees. Their first steps consisted of correspondence with the State Department of Education for building plans in order to estimate the materials for which money would be required. Next, they set out to obtain an appropriation from the Board of Education to cover the cost. The school board agreed to furnish money for roofing material, hardware, cement for foundations, doors, and windows. With the

building plans, and promises of needed money and some of the materials, the boys secured permission from their parents and neighbors to cut trees for lumber, and use teams and implements.

The instructor gave no detailed directions, making suggestions only when appealed to for advice. Commenting on the project, he says:

After receiving favorable answers to their requests, the boys went cheerfully to the hillsides. They cut and hauled logs to a sawmill, brought the lumber and constructed the first building in Arkansas under the Smith-Hughes Act. Although various committees had been formed, each boy had a part in every phase of the work. Everything from laying the concrete foundation to the finishing coat of paint was the work of "Smith Hughes' boys."

Encouraged by their success, many of the same boys, with others added to the group, undertook a more ambitious building project. This new group of twenty-seven boys ranged from fourteen to twenty-one years of age. Their undertaking resulted from the need of the Home Economics Department for more space and equipment, and the idea that the school and community would benefit by extensive recreation space. A building, which was to be of cobblestones and cement, was planned by the students themselves.

Obtaining funds for building so elaborate a structure was much more difficult than securing funds and materials for the building of the shop. The boys organized themselves into a building association and ac-

quired from the school board a ninety-nine-year lease on the building site, with the understanding that the association should have charge of the building until the material costs were paid. They then called a meeting of local farmers and tradespeople to secure financial assistance by selling stock in the building.

Here a problem arose. There was a great deal of protest from elderly people against the expenditure of what seemed a large sum of money. They feared that the "Community Hall" might be demoralizing to the young people. In spite of all obstacles, the needed material was soon obtained, and the boys were hauling rocks from farms. The supervision, as well as the actual building, was done by them, and the same system was used as in building the workshop.

The completed building contained the needed rooms for the Home-Economics Department, an athletic room, a stage with dressing rooms, a large auditorium, a basket-ball court, and equipment for tennis and volley ball.

General criticism of the project was that it proved a larger undertaking than at first supposed, and it was sometimes difficult to keep interest and enthusiasm high when the project seemed long in completion. It was considered, however, the best project of its kind in the State, and the instructor declared, "The value to the community can hardly be estimated."

In addition to the interest manifested in building trades, the acquisition of techniques, experience in

organizing, etc., there is evidence that these projects determined definite vocations for the boys. So great was the enthusiasm for the responsibility and the participation in constructive work that everybody in the school was enrolled in the agricultural class. One of the boys who participated actively in the work is now teaching agriculture under the Smith-Hughes Act.

No building is a usable building unless it is serviced. The problem of servicing a four-story building was attacked by Boy Scouts in New York City. In a dingy neighborhood of Harlem, near a railroad station, it became necessary to do something about a four-story building used by Boy Scouts as headquarters for meetings and recreation. In it they received parents and friends, as well as visitors, many of whom were prominent in social and civic affairs. Here, too, parents' groups, without funds or resources of their own, found space for meeting.

There was little janitor service, so it was not enough that the scouts be taught to leave equipment as they found it. Meetings of adult groups invariably left cigarette butts and papers around, and chairs out of order.

At the same time, another problem confronted the director of the building. Though the younger boys tended to remain interested in scouting, there was a tendency on the part of the older boys to look for something else besides their meetings to keep them in-

terested. A "Service Squad" was introduced which is, perhaps, unique. The duty of the Service Squad, was, and still is, to run the building and service it. These picked boys were chosen according to age, ability, knowledge, and the examples they provided for others to follow. They were to have certain responsibilities and were to be used as an emergency unit in the event that a situation requiring their services arose. Any boy might qualify for membership if he could meet the necessary requirements.

The director of the building explained that military terms were used for the various ranks on the squad simply because it thrilled the boys to have them used. A boy on the squad might advance through the following ranks as he attained the necessary qualifications for the position:

2nd Class Private
1st Class Private
Corporal
Sergeant
2nd Lieutenant
1st Lieutenant
Captain

The Scoutmasters of troops meeting in the building formed part of the actual membership of the squad. This made for democratic management, provided the boys with incentive, and kept the Scoutmasters in close touch with them thus enabling them accurately to evaluate the work. The scouts entered into the manual

labor of the task with zest, spurred on by the fact that the leaders did not shirk similar duties. One of them boasted of having laundered the only curtains.

In the care of the building, each boy had one night's duty a week. He was to arrive at seven, clear the place for the early evening activities, and remain on duty throughout the evening. On the night when the Survey Committee visited the building, there were seven boys and one adult in charge. This squad cleaned and inspected the rooms for the meetings, had a half hour's recreation, and a brief drill and inspection. One boy had charge of records and attendance; another waited at the Director's door for errands; two received guests; another gave information. They showed special pride in a room assigned for the exclusive use of the squad. The boys kept the keys to this room and had decorated it themselves.

There was a high morale throughout the squad. A detailed drawing for building improvement and decoration awaiting necessary funds gave proof of the boys' interest. A specially designed insignia was used to stimulate their pride in belonging to the squad, and brief drills for posture and neatness assisted in keeping up their appearance.

Soon after the creation of this squad the Pan-American Society sent a request for scouts to act as ushers in a demonstration. The Service Squad was used as a unit. On one occasion, they assisted at a memorial service, and on another occasion, at a bridge tourna-

ment. The work done by individual members, such as saving people from asphyxiation by detecting the smell of gas in a residential building and acting promptly and courageously in the emergency, had the nature of adventure.

The director places first in value the success of the squad in overcoming racial prejudices by the mingling of all types of boys on the squad and through the area. The "gang" menace has been reduced. Habits and standards of neatness are being formed which are being carried over into the homes. Some of the boys are looking forward to a permanent career in the Boy Scout Organization, which lends meaning and incentive to their activities.

Another group of children in a crowded East Side section of the same city combined to meet the need of their neighborhood by making a children's playground.

Twenty-five vacation-school pupils, nine to twelve years of age, met in a back room of the settlement house of the Church of All Nations. The sunless room looked out on a small cement court in which they longed to play. The court was filled with refuse thrown from the tenements above. Remembering that a group like theirs had made a similar place into a playground, they obtained from their adult leader permission to try to duplicate this feat.

"The Workers," as they named themselves, cleared

the court and whitewashed its walls. Miniature tables, benches, and chairs were constructed from discarded crates; flower boxes, made from remnants of wood and painted red and green, were placed along the walls. The result so delighted the children that they invited all settlement members to a "court-warming party." The visitors were asked to suggest one game for the entire group. Entertainment was furnished by a member who played his harmonica. "Lollipops were served."

Each morning, however, they found their playground littered with garbage. After repeated efforts to keep it clean, the children protested. A folder was distributed to all apartments opening on the court. Its cover showed a woman throwing garbage from a window, and the inside leaf requested housekeepers to refrain from this practice which destroyed the children's play place and spread disease. Colorful posters were put in conspicuous places. Such offenders as remained were called upon personally by the children. Soon a clean, attractive court greeted the children each morning. A real spirit of community interest developed in the children as they carried on this enterprise, and the neighborhood gained in civic consciousness and consideration for others.

In another situation children took the lead in reducing danger from automobiles and motor congestion by their plan for automobile parking. As a result of the

inconveniences suffered by the children and their parents in finding parking space, the Tappan Junior High School of Ann Arbor suggested a local survey and the creation of a city parking plan with the purpose of "participating actively in community affairs."

The seventh-grade children, thirteen and fourteen years of age, were studying local government. On their invitation the Mayor came and discussed with them the city's organization, explaining the function of the various departments. He invited them to a meeting of the Common Council and encouraged their participation in civic affairs. In class next day, the children discussed the city's needs and decided upon their parking survey, which they planned and subsequently carried out.

The class was divided into six groups, from two to six in each group. Membership in the groups was voluntary. One group of three boys attended regularly the meetings of the Common Council, reporting its transactions. Other groups secured permission from the authorities to inspect certain areas. They obtained definite information as to location and size of vacant lots, size of buildings, ownership of property, accessibility, zoning regulation, points of traffic congestion and parking difficulties, and from these facts tried to ascertain the best use of the land.

After discussion, the class drew up plans and recommendations for parking areas. These were edited by the English teacher, thus bringing her into the proj-

ect. When offered to the local newspaper, the article was printed without change with several paragraphs of commendation by the editor. Two weeks later the leading city paper approved the idea and reported a meeting of the Common Council which recommended tearing down one of the buildings condemned by the children and making the property into a parking area. Unfortunately, no machinery was ever provided by the city authorities to accomplish this plan of the council.

Preservation of forests and reforestation has been undertaken by the 4-H Forestry Club in Santa Ana, California. A group of boys, some of them 4-H Club members and others Boy Scouts, determined to see what they could do to protect the forests of their district from fire, and start new forest growth. Upon application to the town authorities a plot of ground was given them and a community project started. A three-acre piece of land was assigned to the boys at Irvine Park, a public recreation ground of Orange County.

The preliminary work was started. The ground was rather difficult to clear of brush, but by the time the work was finished, the boys had become experts in land-clearing and "safe" burning. After the land was prepared, the California State Nursery at Devil's Canyon allotted 500 young trees to the club. The trees were planted, and although the season was dry and

many died, some of them made a good start, and the boys were encouraged to carry on.

Profiting by this experience, members of the Forestry Club put the ground in better shape during the following winter, replaced dead trees, and planted additional ones.

When the trees are large enough, the club plans to install tables, benches, and other picnic paraphernalia. The grove created will then become available for social recreation of the community.

The membership of the club is limited to twenty-five boys between the ages of fourteen and twenty, inclusive. A rigid, self-discipline is in force. The meetings are conducted by the boys themselves and are diversified from time to time by special speakers and films dealing with forestry.

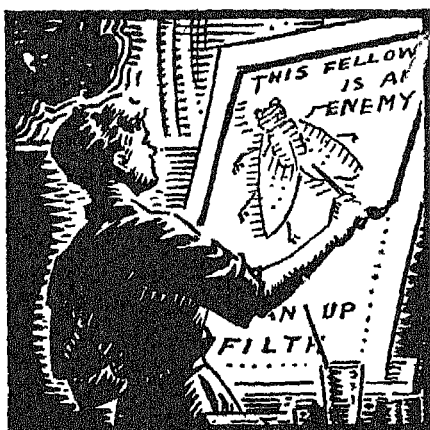
Monthly trips and hikes are conducted, and, in the summer, four or five days are spent in the club's summer camp in the San Bernardino Mountains.

The outstanding difficulty in the normal development of the club's growth lies primarily in the lack of means of transportation and communication, which are most important as the boys are widely scattered on farms, and very few have telephones. This problem was especially acute during the building of the recreational grove at Irvine Park, the most socially valuable work of the club.

The district is giving the club not only its moral

support but even, at times, its material support. The club has assurance that, in the near future, it will be able to secure plots in the mountains and make timber grow in places which are now barren. Thus, in addition to developing their chosen hobby, the boys will be able to add materially to the most important community needs, those of reforestation, fire prevention, and recreational facilities.





CHAPTER IV

YOUTH CONTRIBUTES TO COMMUNITY HEALTH

THE contribution of youth to the improvement of health is as important to the community as their work in the guarding of life and limb. Young people in many localities are seeking out conditions in their neighborhoods that are detrimental to health. They are probing for causes and finding solutions to the problems of prevention and cure. With the encouragement of adults, they are energetically attacking menaces to local health, and real civic improvement has been the result.

The shortage of shower facilities due to lack of playgrounds on the lower East Side of New York, led the children of one neighborhood to help themselves to

the use of the hydrant water for this purpose. Donning torn clothes or worn bathing suits, they turned the valve and stood in the gushing stream. Hardly had the cool water touched their sweltering bodies, when a sanitation inspector, known to them only as "Mike," quickly cut off the water. The children turned it on again, with the same result.

Fired by the injustice of this treatment, the youngsters, still in their drenched and picturesque apparel, armed with hastily constructed placards inscribed "DOWN WITH MIKE" and "WE WANT MIKE TO RESIGN," marched to the district Office of Sanitation. Some of the smaller hotheads of the group drove home their demands with a barrage of vegetables.

Their intense indignation attracted the attention of the city-wide press, as well as of the city administration. Street showers were promptly installed. What this children's project lacked in finesse, it gained in results. The project is merely repeated as an illustration of direct results actually achieved by children.

In the latter part of the summer of 1934, the new city administration of New York closed some of the streets to traffic and opened them as playgrounds. Emergency-relief employees were installed as recreational directors for the children of the various neighborhoods.

Washington Irving High School, New York City, offers an example of a successful sanitation project in-

incorporated in the civics course. Students are first given the assignment of looking over their own tenement and neighborhood for evidences of bad sanitation. They are then taught how to formulate a letter of complaint to city or state officials suggesting corrections. If prompt attention is not secured, a follow-up letter is sent. The school paper publishes accounts of the experiences encountered by students. The following are examples of such experiences:

Last month I noticed that, for a few days in succession, the garbage and ash cans were not being emptied. They stood in front of the house in a mess. I noticed this happened all along the block. I decided to watch for the garbage man and ask him why the garbage on our street was so seldom collected. He told me to mind my business. I showed him a letter addressed to the Street Cleaning Department and told him that if he did not come around more often, I would report him. You may be sure he comes every day now and not every two or three days.

Another student who lives in Brooklyn noticed the flooded cellars and lack of sewers in her neighborhood. Upon the advice of her teacher, she wrote to the Borough President and received a reply enclosing a petition blank to be returned, signed by the property owners of the vicinity. She secured the signatures of nearly all the property holders and returned the form to Borough Hall. Less than six weeks later, work on the district sewer system was in progress.

The Director of the Bureau of Public Health Education of New York City furnished the inspiration for

another health program when he sent the school a quantity of pamphlets on rules and suggestions for public health. He was particularly eager to have these reach the homes and shops of the neighborhood. Each pupil was given a pamphlet which she was required to read and study before passing it on to some one else. She was told that, unless tact and persuasion were used, the pamphlet passed on by her would be thrown aside unread. The girls were required to report what became of their booklets. Worth-while efforts or results were commended. One girl upon being asked what she had done with her leaflet, said: "I took my leaflet to the delicatessen man. He doesn't speak English so I translated it for him into Yiddish." Another girl related,

I took my leaflet to my grocer at a time when I knew he wouldn't be very busy and told him how he should keep his store if he wanted to live up to the law. We went through the leaflet together, checked the requirements of the law and found he had some shelves too near the floor. He changed them willingly, seeming very grateful for the health-law information I had given him.

Through these campaigns, the girls not only learned the health laws themselves but spread the information in their district.

In a city as large as New York, personal health is in continual danger. The city Department of Sanitation, with the active support of the Board of Education, has established Clean City Leagues in all the public

schools. The purpose of the organization is to combat insanitary conditions. Cleanliness is the byword. Streets, parks, schools, and homes are taken under its supervision. Through its boy and girl members, it appeals to all citizens for aid in improving the health conditions of the city.

Each school has an individual unity. A teacher acts as director; all pupils, as members. The latter take a pledge of personal and community cleanliness. In each class, one or more delegates are chosen to represent the members. They elect officers in the club. When elected, the president, subject to the approval of the director, appoints a Sanitary Committee, a Health Committee, and a Fire-Prevention Committee, members of which are called "inspectors."

The Sanitary Committee is responsible for the appearance of classrooms, halls, stairways, and playgrounds. The Health Inspectors deal with cleanliness in homes, and in the streets and parks of the vicinity. The Fire-Prevention Inspectors urge the clearing of fire escapes and discourage breaking glass or building bonfires in the streets.

Inspectors submit written reports to the directors of their divisions. To impress the children with the importance of the service, the Department of Sanitation provides personal pledge cards to be signed by the members. It also presents badges to the officers and inspectors. The department encourages the interest of the children by having them design posters which

are evaluated in a contest to select the best ones. Those chosen are printed in bright colors and used to decorate the walls of the school.

"Pep talks" on cleanliness are delivered in the schools to stimulate the coöperation of the children. Campaigns are organized for the general clean-up of their particular neighborhood. Uncovered garbage cans that attract flies and bugs and spread disease, litter lying in the gutters and on the sidewalks, and the haphazard disposal of worn-out articles through the nearest window are all listed in their complaints. The concern of the children in any neighborhood for the general welfare always arouses a sympathetic interest in their elders. Not only do these children preach the doctrines which they are taught in school, but they practise them. They feel a responsibility to their community. No longer are bonfires built in their streets. In some instances, during snow-storms, children have even organized squads to prevent accidents from flying snowballs. They keep their school yards and classrooms tidy. They carry their campaign directly into their homes by cleaning fire escapes and cellars.

In Dorland Bell School, a boarding school at Hot Springs, North Carolina, many of the pupils in residence come from mountain homes where modern conveniences are unknown. The curriculum of the school stresses practical home needs and tries to instill in the pupils a spirit of community coöperation. Much of

the instruction is carried on through school projects. One of the extracurricular societies is the 'Young Peoples' Christian League, and it was through the activity of this group that a clean-up campaign was conducted.

Believing that they could render service to the community through organizing a movement of this sort, the young people appointed a committee and called on the Mayor and Board of Aldermen to ask permission to carry out their project. Permission was granted, and the Mayor issued a proclamation announcing a certain week as the clean-up period. He also arranged for a truck to gather refuse from all houses and stores.

Town organizations aided the children in their work. A feeling of coöperation between the children and the town was aroused. The town newspaper advertised the idea, and the editor volunteered to act as leader of the project.

The campaign was a great success. The town was a much healthier one as a result, and when returning to their mountain homes, the Dorland Bell girls took with them the idea of conducting similar projects of community service.

The increasing smoke nuisance in the city of Lincoln, Nebraska, grew to be one of the major problems challenging the attention of the Junior Citizen League for consideration and possible solution. The idea of a smoke-abatement campaign came from the

teachers of the public schools who presented it to the pupils as a worth-while project to undertake. The importance of this work was readily grasped by the students who, without loss of time, organized themselves into groups throughout the city to make a survey of the nuisance at different hours of the day. The results of the survey were placed in the hands of the Chamber of Commerce. This body, in turn, appointed a committee to follow up the survey and lend the pupils all possible assistance. Definite and valuable information was obtained as to how other cities had dealt with the problem. Ways and means were proposed to overcome the difficulty in Lincoln. The pupils visited prominent citizens, who owned buildings, to enlist their coöperation. When their parents were also owners of buildings, they sought their coöperation also. Finally, a very active city-wide campaign was launched to instruct the citizens regarding the advantages of smoke abatement.

The report from Lincoln indicates that the results have been most gratifying, for the smoke nuisance is no longer considered a problem in the city. Encouraged by the results of this project, the pupils immediately turned their attention to other worth-while activities, such as clean-up, fire prevention, and public safety campaigns.

Another major requirement of health is adequate and appropriate clothing. In Iowa City, the children



of the University Elementary School are doing their best to care for less fortunate children by providing clothing and play material through the Juvenile Home, a local institution where children may be looked after for a limited period of time. In the home are boys and girls whose parents' divorces are pending in the courts, children awaiting placement in a state orphanage, others whose mothers are left widowed and destitute, and deserted children. There are usually twenty or thirty similar cases. The bare necessities of these children are supplied by county supervisors. Local groups also take an interest in their welfare.

Some years ago, the need of clothing for the children in the home became acute. The matron appealed to the boys and girls of the elementary school, stating that the shortage of suitable apparel was making it impossible for the older children to attend school. The children's measurements were given, and the sixth grade of the school was urged to help them.

The class met and decided that the best plan would be to write notices to the other grades requesting donations and stating where to bring them. A committee was assigned to sort the contributions. Dresses for girls were put in one pile; boys' suits, in another. Caps, shoes, underclothing, stockings, and coats were in five other piles.

After labelling and boxing all they had collected, the principal of the school and a few of the older boys

delivered the packages. The matron of the home thanked them, and showed them through the building. When they returned to school, the boys wrote a letter to each grade on the results of the project and gave the school an interesting talk on the home. Their interest thus aroused, the children have continued the work through the years.

The value of this project to the community is substantial: the children of the home are clothed; the school children, through their personal interest in a civic problem, are developing a sense of social responsibility. Those in charge of this project warn, however, against the "holier than thou" attitude children so easily develop in this type of social work.

Good food and a well-balanced diet are other requisites to health. In response to many requests for low priced diets, the Health Council of San Diego, California, suggested that the nutrition class of the high school undertake a solution of the problem. The class accepted the responsibility. They decided to make a thorough study of economy in the planning and buying of balanced low-cost menus.

The head of the school health department acted as leader, but the work was carried out largely by the pupils themselves. Students volunteered to cover various phases of the work. Some visited hospitals, some clinics, some nurseries, and some other public institutions. This phase of the work introduced the students

to the scientific aspect of the problem. To study the financial end, they visited the markets to familiarize themselves with the quality and price of food. From time to time, the students acquainted the class with the results of their research. When figures and results had been checked for accuracy, the data were turned over to the Community Chest for publication. Two pamphlets covering their findings were printed. One contained monthly grocery lists showing the caloric value of different kinds of foods, tables showing the amount needed per individual, the total amount necessary for various sized families, and the cost. The students restricted the diets to the least expensive foods. The other pamphlet contained charts with menus for the four weeks of the month. The food charts and menus received wide circulation and resulted in less expensive and better balanced meals for average-income families.

The problem of planning adequate meals on a minimum budget was handled at the Girls' Grade School of West Springfield, Massachusetts, in the same manner as the preceding project, with the additional feature of a demonstration of the findings to the community. "Open House Day" was held at the school, and invitations were issued to the community. A list of twenty-one weekly menus was printed and distributed among the guests. This demonstration included the cooking of a model meal by the girls. The com-

munity responded by accepting the menus, and the town council adopted the lists for the use of its relief bureau. Better health and food of a higher nutritive value were the results of this study.

Preventive activity is, after all, the most sensible of all health work. Elimination of the causes of disease is a decided step in the right direction. The work of the Junior Improvement League at Fairhaven, Massachusetts, in destroying ragweed, clearing gutters, and destroying the breeding places of rats and mice, mosquitoes, and flies has already been mentioned in Chapter III. In Alaska, a school campaign was conducted against tuberculosis which resulted in cooperation of school and community.

The number of deaths from tuberculosis in the Sheldon Jackson School at Sitka have always exceeded those from other causes. Convinced that education on the subject would aid in combating the disease, the students decided upon a project of enlightenment. Chapel talks on tuberculosis and its prevention were given by the school nurse and various teachers and students. A twenty-minute period of classroom study on the subject was added to the program for six weeks. The home nursing and biology classes made a special study of tuberculosis. The personal hygiene of all students was watched, and special attention was directed to the diets of "suspicious" cases among the boys and girls. Students were warned to watch for symptoms of

the disease, and posters and health rules were hung in each dormitory.

The campaign was thorough and effective. It attracted the attention of the surrounding country, and a community campaign against the disease was inaugurated with the students of the Sheldon Jackson School and the local government schools coöperating.

Anemia is one of the great problems of Porto Rico. According to a recent report of the Governor, 90 per cent of the country population and 40 per cent of those in the urban districts are suffering from the disease.

Although an effective, inexpensive, and easy remedy has been discovered for those suffering from uncinariasis, a type of hookworm causing anemia, the combined efforts of the Rockefeller Foundation and the government of Porto Rico to eradicate the disease had not been successful owing to the ignorance and apathy of the *jibaro*, or poor country folk, who would not coöperate.

This sort of anemia is caused by a microscopic parasite that finds its way to the walls of the intestines and into the blood. Once there, it saps the vitality of the carrier. The fight against the infection in Jayuya is a difficult one. The community is very poor; the *jibaros* go barefoot. Having no sanitary equipment, they dump all refuse on the ground. Insects, animals, and rain spread it. Since infection comes through contact

with fecal matter containing the parasite, the disease cannot be easily controlled.

At last the Insular Health Department appealed to the Second Unit School in Jayuya. Six girls, ranging from fourteen to eighteen years of age, undertook to help. Aided and accompanied by a social worker, the girls engaged in the project, visited homes, and collected samples of excreta and blood from members of the community. The Insular Health Department examined these samples and determined those people in need of treatment. Medicine was supplied free of charge.

The girls then organized a meeting and urged all the community to attend. The chief speaker on the program was the local health inspector who gave an illustrated lecture on the danger, cure, and prevention of the disease. He urged the wearing of shoes and the building of sanitary latrines. The lecturer gave the people a better understanding of the problem and a greater desire to coöperate in the campaign against it.

Following the lecture, the girls made a list of sanitary improvements and precautions which they printed on posters and then nailed in a conspicuous place in all the homes. As a result, there is a decided improvement in the health of the community.

Children, particularly those in areas remote from medical assistance, are learning valuable lessons in first aid and health work. Many of the people of north-

ern New Mexico live in small isolated villages. Many of them have retained the Spanish language. Doctors and nurses are few except in the larger towns. Owing to lack of medical attention, New Mexico has the highest proportionate death-rate among babies under one year of age in the United States. Midwives, many untrained, attend a large percentage of the births. The people are poor and often die without medical help, because they do not have the required dollar-a-mile fee required by a physician who lives from fifteen to thirty miles away. The girls of the Allison-James School at Santa Fé are being trained to give practical aid in everyday health problems and emergencies.

Upon the organization of the school's Life-Service Band, the girls received instruction in simple home nursing and mother-craft from a state welfare nurse who gave them a clearer understanding of the health needs of their people. Some years ago, the Allison-James School made this training a part of the curriculum, and a trained nurse was added to the staff. Instruction is now also given to groups of girls from St. Katherine's Indian School. The training is of a practical nature. Students have learned to make all preparations for obstetrical cases at home. Their knowledge has been used to improve community conditions. They register new-born babies and act as interpreters at health clinics. A recently established county health office in Santa Fé gives the girls excel-

lent coöperation. A room in the school building has been outfitted for the home-nursing classes with hospital beds, demonstration dolls, and hospital appliances.

When the physician in charge of the small Presbyterian Hospital in Dixon, New Mexico, planned to celebrate a National Hospital Day, she called on the girls of the Allison-James School for assistance. The nurse of the school, accompanied by two of the girls, took a demonstration doll, a bathtub, and a layette, and, before the assembled Spanish women who visited the hospital, a demonstration on the care of babies was given. One girl showed how to bathe and care for a baby, and the other gave a detailed explanation in Spanish. Through their work these girls have become seriously interested in nursing as a profession. An alumna of the Allison-James School has become a graduate nurse and is serving her people at the Dixon Hospital.

In a monograph entitled *Making A Better Neighborhood*, Burdick and Gifford¹ report the activities of a group of city children in improving their community's safety, health, and beauty. The summer program of the social settlement house, they say,²

¹ Thelma J. Burdick and Josephine Gifford, *Making A Better Neighborhood* (Boston, Beacon Press, 1935). Quotations by permission of the publisher.

² *Ibid.*, p. 9.

. . . seemed to offer us a special opportunity to experiment with education by means of the real situations in the immediate community in which we and the children found ourselves. We wondered, however, about the success of such a venture. Would a group of children such as ours be able to recognize the real needs in the community? If they did come to realize them, would mere children be able to do anything to change conditions? Suppose they came to know which conditions were insanitary and why; suppose they discovered the dangers involved in the lack of traffic regulations; suppose they saw the possible harm in inadequate street lighting; would their study end merely in a sense of frustration? Would it be regarded as appropriate for young children to appeal to adults in official positions and to ask for reforms? Might children hope to be able in any way to influence community action?

Frankly, we were in doubt; yet hopeful enough to make the venture. Our neighborhood clearly needed betterment. Our children needed experiences in working coöperatively on some problem long enough and seriously enough actually to accomplish results if possible. Conscious of our double need and opportunity and with a considerable confidence in the children, we began.

The two adult leaders suggested that the group make a study of the neighborhood, and work out plans for making it a better place to live. The children listed a number of items which were finally organized into the plan of action which follows: ²

1. Help make the neighborhood *cleaner*.
 - a. Streets should be cleaned more often.
(We might see the street commissioner about it.)

² *Ibid.*, pp. 13-14.

- b.* Our own Center and Center garden should be kept cleaner.
 - c.* Our yards and sidewalks at home should be kept cleaner.
 - d.* We should have a trash can in front of the Center.
 - e.* We should not write on the bridge.
- 2. Help make the neighborhood more *healthy*.
 - a.* We should get rid of poison ivy.
 - b.* We should see why some streets don't have sewerage.
 - c.* Breeding places for mosquitoes should be taken care of.
 - d.* We should know First Aid so that we can help our neighbors if they get burned, if they faint, etc.
- 3. Help make the neighborhood *safer*.
 - a.* There should be a traffic cop at the bridge.
 - b.* We should find out why there are no lights up on B— Street.

The first step in carrying out this plan of action was to make a survey and construct a map of the neighborhood showing points needing improvement. Inasmuch as the city health officer had jurisdiction over many of the aspects needing improvement, he was invited to visit the center and talk with the group. A letter to the railway company asked that the poison ivy along the tracks be removed. The Chief of Police visited the group and went over the community needs with the children. The Street Commissioner's help was enlisted. Any one in any way responsible for the unsatisfactory aspects of the community was drawn into the project by the children. In many instances, the coöperation was reluctant, but in most cases, the

adults did finally come to the assistance of the children.

As a result of the drive the neighborhood was very much safer and cleaner. The railway company rooted out the poison ivy. The Street Commissioner provided garbage and refuse cans for the streets, and the children taught the citizens of the neighborhood to use the cans. The commissioner approved the request to have the garbage collected and the streets cleaned regularly. The children developed an attractive and productive Neighborhood Center garden. They reduced the number of breeding places for mosquitoes and other disease germ-carriers. They learned many useful ways of keeping themselves healthy and how to reduce the number of accidents to themselves. Each family was supplied with a first-aid kit. The children learned of the danger of playing with fire arms, stealing rides on trucks and street-cars, throwing stones, and other equally harmful practices. They secured the cooperation of the police in better traffic regulation in their neighborhood.

The great significance of such a project is well stated by the authors: *

For the children themselves, the significance of this project was probably found in changes for the better which had been accomplished in the neighborhood. The children had reason, indeed, to be thrilled, for they had really and truly been the initiators in making their neighborhood more beautiful, more sanitary, and safer. They

* *Ibid*, pp. 27-28.

had reason to feel, also, that they themselves had learned things worth knowing. They must have felt themselves more competent than they had been in facing accidents and common sicknesses, and in preventing the spread of needless diseases.

In addition, the adult world had been sufficiently co-operative, so that the children could justly feel that their efforts really counted after all. The adults in the picture, however, were not over-coöperative. A few gave some evidence of feeling bothered. The significant point is that the children set about winning adult cooperation not by childish methods, but by dignified procedures. They gathered and presented accurate data on the problems at which they were working, and they made their requests specific. Such a discovery regarding sound methods of procedure was surely of great value.

This point leads to the final and most important element in the significance of this project. It is found in the processes begun and left unfinished. The children began learning, through experiences, sound methods by which communities may be changed for the better. They began learning the meaning of representative government, the reasons for taxation, the power of money and property alongside the power of petition and coöperative endeavor. They learned these things in the process of their effort to make their neighborhood better, and through direct contact with those holding powers delegated to them by their community. The commonplace things before their own eyes and on their own streets, and people living in their very midst took on a new importance. The children's respect both for property and for personality grew not through the acceptance of moral principles, but through really coming face to face with life.

In Mexico, young people are undertaking widespread health work of great importance. The purpose

of the new educational system in this country is to make living more comfortable for the citizen; a major problem of the Mexican people is that of health. The school is the agent through which children are taught to improve health, sanitation, and housing conditions. They are also taught the value of a balanced diet which includes a wide range of fresh vegetables.

Teachers and students have undertaken the house cleaning of whole villages. After caring for the school, the school yard, and their own homes, they swept the streets and disposed of refuse. Campaigns were conducted against the quartering of livestock near sleeping rooms and against the excessive use of alcohol.

Teachers visit the homes and, with the aid of the children, demonstrate how diseases now prevalent may be avoided. The schools furnish the necessary medicines. The most ambitious work undertaken for community service by teachers and trained students is the widespread program of vaccination or inoculation of children and adults against smallpox, whooping cough, and typhoid fever. More than 560 people were vaccinated by the teachers and students of the Los Pintados School alone.

Great strides toward a happier and healthier nation are being made through the energetic and enthusiastic work of these young people. Streets are cleaned and houses whitewashed. People dress more neatly, wash their clothes more frequently, and are, naturally, in a better state of health. The fly plague has

abated, and epidemics are less frequent. Continued youth activity, the government hopes, will add greatly to Mexico's health.

Chinese students are aggressively attacking the health problem. In Tung Jen, a lower-middle school located at Paotingfu, China, the Chinese principal had those students interested in medicine attend a series of eight lectures supplemented by dispensary practice. In this course, emphasis was laid on first aid and the administration of simple remedies. At the close of the course, a competitive examination was given, and the three boys who received the highest marks of the thirty-two students participating were judged competent to practise medicine for the summer. They were provided with kits containing bandages, scissors, tweezers, eye droppers, a vaccination outfit, adhesive tape, castor oil, alcohol, lysol, argyrol, boric ointment, zinc ointment, $\frac{1}{2}$ per cent zinc sulphate solution, vaseline, boric powder, aspirin, quinine, and calomel. In addition to the kits, the student physicians were provided with report blanks to be returned to the school at the end of the season. On these they were instructed to note the name, age, symptoms, and village of the patient; the date of the call, and the kind and amount of medicine administered.

The students returned after their summer work fired with enthusiasm and eager to continue the study of healing. If these boys can be trained, a great service,

heretofore denied, will be open to the poor of the country. Questioned on the danger of sending out inexperienced boys to deal with life and death, the principal answered: "This work can never be done by highly trained men. We are too poor. Our lower schools must do it if it is to be done at all."

Health consciousness is the order of the day. With a coming generation of men and women so interested in this phase of socially useful service, an improvement in the health of all people will be attained.





CHAPTER V

YOUTH CONTRIBUTES TO AGRICULTURAL AND INDUSTRIAL IMPROVEMENT

IN the entire survey of projects involving socially-useful work, the greatest volume appears under the classification of this chapter. Both in America and abroad children and youth are being organized for the important task of improving the production of agricultural and industrial commodities. The preponderance of projects in this area may be due to the fact that we so easily recognize the basic need for an abundance of the material substances, an adequate supply of food, clothing, and shelter. When this material aspect of life more nearly satisfies our needs, we shall probably find an increasing number of children and youth organized for socially-useful work

in those areas that are more spiritual and esthetic in nature. The part played by youth in the improvement of agriculture and industry is startling in its magnitude and effectiveness. This chapter clearly indicates what potential good may come when, generally, we lead our youth in socially useful tasks.

The Island of St. Helena in South Carolina is almost entirely populated by Negro families. Here the Penn School is located. The students attending it come in from the surrounding farms. Instructors in the institution decided that a purely academic curriculum was unwise—that a radical change to a program which included an attack on the problems of the community would be advisable. Thereafter craft experiences and practical farm work marched hand in hand with “book learning.” The school is never entirely closed at any season; for, in the words of the principal, “a young onion cannot be laid aside like a piece of chalk.”

In order to aid the community and to prove to the adults the value of the training their children are receiving, parents are urged to set aside a portion of the land (usually an acre), which their child may handle according to the agricultural lessons he receives in school. Often this land becomes the most interesting plot on the farm both to the child and to the parents.

During the first years of the school's history, the

only crop that was considered worth planting was cotton, and when, under the school lead, corn was raised, it meant new horizons for the island agriculture. The results in figures influenced the whole community. The first year the children's corn crop was valued at \$3,000, and more than 2,000 cans of fruit and vegetables were preserved for use in the homes.

It was a natural step to transfer the corn-raising from the school land to the home acres on the island farms, and there it has remained as an important crop.

The methods used to introduce agricultural education are interesting to note. First, the children individually were given small plots of land to cultivate as gardens. Before the initial enthusiasm died down, the whole group began work on a school acre. Here they were taught to raise corn according to the best scientific method. When the crop was harvested and the students saw the actual cash return (the school bought the crop), enthusiasm ran high. The next move was to lay out a seven-acre experimental farm. The boys measured off the land and planted crops that a typical island farm should raise—food for home use, food for the stock, and crops for land improvement. On these acres, all the agricultural classes worked coöperatively.

Every year, a Junior Fair and a Farmer Fair are held on the island. These two fairs closely connect

the homes and the school. The pupils help to prepare all the exhibits for the Junior Fair. Their own corn, garden stuff, pigs, and school handiwork are shown. Prizes and certificates are distributed. Each certificate concludes with the following words, "and has shown a spirit of trustworthiness, service to the Islands, and loyalty to the ideals of Penn School." One-year the children presented a play, "The Carnival of Industry." The youngsters personified the crops and told the farmers all their troubles. The graduation class demonstrated corn-testing, the proper milking of a cow, and the shoeing of a horse. Dramatization presented carpenters and blacksmiths working at their tasks. The girls cut and fitted dresses, used a sewing machine, and wove on a rag rug at a loom. They demonstrated how to cook a meal properly. Thus, the lessons of the year were reviewed for the edification of all.

This demonstration of social service was accomplished in a community where there was much to be done. The field was large; the people, poor. To help, radical changes had to be made. The school met intense opposition from the community. Revolutionary ideas are always hard to implant in an established system. Guiding forces had to move subtly and carefully. Today the ideas are firmly rooted both in the school and in the home. One parent, a previous objector, complimented the school with these homely words: "Yours is de best-hewn plan fo' we people. Des Par-

ent's League is necessary to change brains wid each other. I am sure proud of my children in school, an' dey gib me glad fo' dey eddycashun. I tells yo', I hab to stan' on my toe wid dem."

The leaders believe the project is accomplishing its purpose for the Island continues to adopt new ideas which originate with the children in school.

Descendants of the British West Indies Negroes, brought to work on the Panama Canal, find themselves poverty-stricken today. Labor conditions cause hundreds of children now being graduated from the schools in the Canal Zone to face a doubtful future. Hoping to encourage a "back-to-the-soil" movement either in Panama or in the islands of their ancestry, the Canal Zone authorities have introduced agricultural projects in the Negro schools. At present all the schools have their gardens. One of the best gardens is located at Gatun, and here the school principal personally takes charge of the work. Here, too, the new idea, when introduced, was greeted with hostility. The principal met all dissenters and tried to alter their views. One of the objections of the parents was that their children stained their clothes with mud. The principal set an example by donning old clothes and working with the boys. When a boy was clumsy with his tools, the principal showed him how to use them.

Human relations were not his only problems. The peculiarly moist condition of the soil, too, resisted effort. Upon the instigation of the principal, the boys built ditches to carry off the surplus water from heavy rainfalls. The soil was in a virgin state and totally unprepared for cultivation; the principal led a foraging party of students in combing the neighborhood for dumps of old leaves and grass to use for mulch.

As a result of these efforts, 210 pounds of yams were raised last year without the aid of commercial fertilizer on a patch twenty-five feet by four feet. Thus, it was demonstrated to the community that the land could be gardened. Interest in the gardens caused the youngsters to stay after school and come Saturdays to continue the work. An outlet and a most useful one was found for their surplus energy. Today, the country-side is dotted with truck gardens. The people have learned the value of mulch. Above all, they are now able to feed themselves.

The students of the Westfield Junior High School, Massachusetts, were asked by the Mayor of the city to plan a community welfare garden project. The instructor of vocational agriculture suggested that his department participate.

The students conferred with him on the problems of the sizes of gardens, and the quantity each plot might produce. In making their choice of vegetables,

they took into consideration the unique tastes of nationalities to be served. They estimated the amount of seed, the number of plants, and the quantity of fertilizer necessary. They prepared careful directions for the planting and cultivating of each vegetable. The seeds were delivered in bulk to the agricultural department of the school and were labelled and distributed in two lots—one for early and one for late planting.

A day was set for the early planting. On its eve, the boys distributed the seeds; the lettuce, cabbage, tomato, and pepper plants; and the directions for planting them. The following day, the boys supervised the planting by the adults both in the fields and in the back yards where many of the gardens were grown. The chart on pages 126 and 127 shows the scheme for an acreage garden. Many of the directions had to be translated into foreign languages, and this was also done by the boys. They checked planting depths, fertilizer applications, and the setting out of the plants. When the crops came up, it was necessary that insects and plant diseases be controlled. The boys sprayed one hundred gardens three times to exterminate the Mexican bean beetle. In September, they supervised the harvesting of late crops and judged the produce from the plots.

Because they realized they were helping the community, the boys found real enjoyment in their work.

Their efforts not only saved civic expenditure for labor but prevented waste. Through this work two hundred families wholly or partially dependent on the city were given the opportunity of supplying themselves with garden produce. They also learned a great deal about gardening. By spending a few cents for seed, they found they received a large return for their investment. Many of them now have gardens of their own and are able to supply their families and friends with fresh vegetables.

The North Junior High School workshop at Quincy, Massachusetts, has always been open to pupils and their families who wish to obtain advice or help concerning mechanical problems. So many requests were received for aid in rewashing faucets that the boys of the class decided to undertake the preparation of a compact service kit containing the following tools: two wrenches, one pair of pliers, one seven-inch screw driver, one nine-and-one-half-inch screw driver, a half-round file, two boxes of assorted washers, screws, and two wiping cloths. The kit, which also included a set of instructions, was available both to boys and girls in the community for use in their own homes or the homes of friends. The only stipulation made was that the tools must be returned in good condition.

The mechanical experience acquired by the stu-

WESTFIELD COMMUNITY GARDENS, 1933

PLANTING INSTRUCTIONS FOR INDIVIDUAL GARDENS, 50 FT. BY 50 FT. PREPARED BY THE AGRICULTURAL DEPARTMENT,
WESTFIELD HIGH SCHOOL

Row	Crop	No. rows	Planting dates	Distance between rows	Space to set plants or thin out seedlings in row	Depth to cover in inches	Amount of seed or plant per garden
1, 2	Onion Sets	2	May 10	12 in.	1½ in. to 2 in.	1	2½ qt.
3	Onion Seed	1	May 10	6 in.	1½ in. to 2 in.	1	¼ oz.
4	Early Radish (Fol- low with late Radish)	1½	May 10	6 in.	1 in.	½	¼ oz.
4	Lettuce Plants	½	May 10	6 in.			
5	Spinach	1	May 10	12 in.	4 in.	¼	½ oz.
6	Swiss Chard	1	May 10	24 in.	6 in.	½	½ oz.
7, 8, 9	Beans (Wax)	3	May 10	18 in.	1½ in.	2	1½ pt.
10	Tomatoes (Late)	1	June 10	2 ft.			25 pls.
11, 12, 13	Beans (Green Pod)	3	May 25	18 in.	1½ in.	2	1½ pt.
14	Tomatoes (Early)	1	May 25	18 in.	2 ft.		25 pls.
15	Tomatoes (Late)	1	June 10	3 ft.			25 pls.
16	Beets (Early)	1	May 15	18 in.	2 in. to 3 in.	½	¼ oz.

WESTFIELD COMMUNITY GARDENS, 1933 (continued)

PLANTING INSTRUCTIONS FOR INDIVIDUAL GARDENS, 50 FT. BY 50 FT. PREPARED BY THE AGRICULTURAL DEPARTMENT,
WESTFIELD HIGH SCHOOL

Row	Crop	No. rows	Planting dates	Distance between rows	Space to set plants or thin out seedlings in row	Depth to cover in inches	Amount of seed or plant per garden
17	Cabbage (Early)	1	May 10	18 in.	15 in.		40 plts.
18	Cabbage (Early)	1	June 15	18 in.	18 in.		35 plts.
19	Peppers	1	May 25	2 ft.	18 in.		35 plts.
20	Beets (Late)	1	June 15	18 in.	2 in. to 3 in.	1/2	1/2 oz.
21	Cabbage (Late)	1	June 15	18 in.	18 in.		35 plts.
22	Cucumbers	1	May 25	3 ft.	6 seeds per hill 3 ft.	1/2	1/4 oz.
23	Beans (Green Pod)	2	May 25	18 in.	1 1/2 in.	2	1 pt.
25	Summer Squash	1	May 25	2 ft.	6 seeds per hill 3 ft.		1/4 oz.
26, 27, 28	Carrots	3	May 25	16 in.	2 in. to 4 in.	1/2	3/4 oz.
29, 30	Turnips	2	July 15	16 in.	4 in.	1/8 1/6	1/2 oz.

Note: One hundred pounds of fertilizer is allowed for each garden. Do not spread the fertilizer broadcast, but sprinkle it along the row you are about to plant. Rake it under and then mark out the row. When planting in hills put a small handful in each hill. Never sprinkle fertilizer on leaves of plant. It burns them.

dents gave substantial help to the community then, and still does. This is only one of many such projects carried on by pupils of the North Junior High School.

The reconditioning of automobiles is an industrial project undertaken by the boys of the mechanical department of the city's high school at Modesto, California. Workers hampered by the lack of transit facilities, had to have cars to keep their jobs. The machines used were always run-down, second-hand relics, and the cost of keeping them in condition was excessive. The boys of the high school realized that this was an occasion for real social service. They undertook to repair the workers' cars merely for the cost of materials used.

The offer was at first made only to P.W.A. workers, but the boys gave such courteous, prompt, and dependable attention to the work that all the people in the neighborhood asked to be included in this service.

The work became part of the school program. The twenty-five boys engaged in it are self-managed and feel fully repaid for their services by the knowledge that they are rendering a community service.

The problem of school transportation brought about the building of a school bus in Selma, California. The instructor of metallic work in the high school introduced the project when the regular school

bus became too old for use and the limited budget discouraged the purchase of a new conveyance. The boys gained in practical mechanical skill, and the town saved several thousands of dollars, the price of a new bus.

The students of McKinley Junior High School at Pasadena, California, designed and constructed cribbage boards to be distributed by the Junior Red Cross to the veteran patients in city hospitals. It was necessary to give technical instruction to those engaged in the project, and the finished product was a credit to the workers and a pleasure to the recipients.

The Porto Rican Experimental School Farm, at Florida, Corozal, Porto Rico, is of real aid to those of the poorer economic groups whose principal food consists of the plantain. Adverse conditions had almost destroyed this article of food. The sugar-cane industry had taken up so much of the land that space for truck gardening was scarce, and the many laborers, finding themselves destitute, had deserted the soil to swarm into cities where they starved. This was the situation when the instructor of vocational education in one of the island's "second unit" schools attempted an experiment in scientific plantain cultivation. He saw that the youth of the community became idle as soon as school closed, and he suggested a part-time

class during the summer for the improvement of the agricultural production of the community.

A section of land was selected and prepared for the experiment. The soil was not perfect, but was typical of any that was available. There was a shortage of fertilizer and insecticide; the pupils lacked experience, but were willing to work and learn. Farmers who had suffered many failures in plantain cultivation tried to discourage the youngsters, but without success.

The soil was plowed and allowed a three-month period of saturation. Meanwhile, the children scoured the country for healthy plantain suckers or sprouts which were finally obtained. Holes nine feet apart were dug in hexagonal patterns. These were filled with organic matter, and the suckers were planted. A scientific treatment of hot water was then administered. Five months later, fertilizer was again applied. The growth was abundant, and the resulting crop so plentiful that the skeptical farmers believed this to be a miracle, rather than the natural outcome of new scientific methods of farming. The school has now won the confidence of the community and has become a center for those seeking advice on agriculture. The plantain industry has revived in this section of the island.

A cure for the epidemic of white worms, beetles, and red ants now menacing Porto Rico's coffee-raising industry is to be their next project.

The plantain experiment just reported was undertaken by one of Porto Rica's "second unit" schools. There are thirty-nine schools in the organization which attempt to meet the needs of impoverished rural communities. The purpose of these schools is to teach the sons and daughters of poor laborers to meet practical everyday problems. Home economics is a required subject for the girls, and agriculture for the boys. The children are encouraged to cultivate gardens at home and at school. One third of the amount received from the sale of school crops is divided among the agricultural students.

Chickens, rabbits, goats, and pigs are kept by the school in order to teach the children animal husbandry and improved methods of stock breeding. The schools maintain lunch rooms for the children which are supplied with vegetables and meats from the school farms.

Through these educational centers, the government hopes to train the children for rural life and to increase the productive capacity of the islands.

The practical value of the experiments being conducted at the Moga School, in India, is augmented by the psychological value. Educational training, including manual labor, is a radical departure from the usual. Through the ages, the Hindu has considered manual labor solely for the lower castes. Socially-useful work in the agricultural line in a school

like Moga is considered dignifying work with the hands.

Each student is given his own plot of land. This is his laboratory. Here he tries out the lessons taught him in class, which include instruction in the use of steel plows, seed testing, the application of fertilizer, and methods of fighting plant diseases and preserving moisture. The students' produce is marketed through the school store. They keep their own records and are entitled to the proceeds of the sales after water, tool rent, fertilizer, and seed are paid for. Thus they acquire valuable agricultural knowledge, earn enough to meet many of their expenses, and become a source of information and service to their communities.

The principal of the neighborhood school of Tung Jen in Paotingfu, China, inaugurated a road-building project which, at first, was made compulsory, but later became voluntary. One hundred boys engaged in the undertaking. They were divided into five gangs, each group working one hour a week on a specified day. To make membership interesting, the boys elected leaders and advisers. Each gang had its own flag flown from a high bamboo pole while the team was at work. All tools were painted with rings of blue and white, the school colors. Contests were run between teams and a kodak awarded to the winning team. During the two years that this program was carried on, the work consisted of chopping up ruts,

cleaning out and making gutters, and filling in mud holes after rain. The principal claims that this project is justified if it contributes to breaking down ancient prejudices against manual labor.

Several years ago, the Director of Agriculture at the Woodland School, in California, conceived the idea of having his students give a series of informative talks at farm centers and other meeting places. These talks were planned to acquaint the farmers with the better agricultural practices. He chose three boys and suggested that they accompany him on a two-day trip into Nevada County to visit the orchards and mines and to attend a large farm-center meeting. The director told them he expected to give a short talk and wanted each of them to make a report on his own agricultural project. The experiment was so completely successful that the following day the speeches were printed on the front page of the town's daily newspaper.

The project was unanimously accepted by the school as a contribution they could make to their community. All talks were limited to fifteen or twenty minutes. There were two talks by boys on each program—by one who was experienced and by another who was delivering his first speech. Charts and material were prepared to illustrate every talk. An example of what is being carried to the community through the agricultural classes follows:

In this part of the country there are a large quantity of black walnut trees, the quality of which could be immeasurably improved by grafting. One particularly interested student was asked to give an account of his work before the assembled school and community. His talk was given in play form. The stage was set with two tree stumps about four feet high, a table holding the grafting tools, and a chart for illustration. The practical value of grafting was conclusively shown on his chart. It was pointed out that the net income of each tree grafted increases ten dollars per year.

The principal of the Glenwood High School, in Nealsville, North Carolina, the educational center of the district, decided to organize an agricultural project in order to increase the income of the general community. A questionnaire revealed that the only source of cash income was the Saturday "peddling out" in town of a few items such as butter, eggs, dried fruit, a few bushels of corn and potatoes, and ham. The returns from these ventures would provide the bare necessities, but it was the very exceptional family that could save a few dollars.

The school experimented and discovered that the greatest profit was secured from growing Irish potatoes. A Potato Club was organized, and certified seeds and fertilizers were bought. The whole community joined in the program. The planting was supervised

by the boys who had been taught the correct method. The crops were so plentiful that the domestic market could not absorb them, and the principal arranged for an outside market. Further profit was made from the raising of soil-improving crops, such as vetch, Japan clover, and soy beans. The average yield per acre was doubled through scientific cultivation, and farm land increased in value.

A fine coöperative spirit has been developed between the school and the community. The town has become quite prosperous as a result of these projects which are continued every year.

The country surrounding Iowa Falls, Iowa, is famous for its swine breeding. It was appropriate, therefore, that the agricultural director of the secondary schools of the city should suggest a project for the betterment of swine breeding. The class in animal husbandry organized a club for the improvement of the community swine-breeding herds. Officers were elected, committees appointed, regulations agreed upon, and the plans carefully laid out. Advisers never dictated, and decisions were the result of a majority vote. Within a month, twenty-six gilts and one boar were delivered to Iowa Falls. The boys did not have sufficient funds to pay the entire cost and covered the deficit with chattel mortgages on their stock and its probable increase. The stock was distributed, two gilts to each boy. These were his

responsibility to be fed, cared for, and bred at the proper season. The boar was the property of the organization and sired the litters.

The progress of the litters was carefully checked by the boys who visited each other's pens. All stock was exhibited at the county and local fairs, and a year after the beginning of the experiment an auction was held. A sales committee was appointed to plan the sale, providing tents, pens, a sales ring, and hiring a clerk and auctioneer. Thirty boars and twenty gilts were driven through the ring and sold. This annual sale has become a regular practice of the organization. The community is very proud of the pure stock resulting from this experiment.

The organization is a growing one. Each November first, new members buy in, and old ones are bought out. Each fall, a new sire is purchased from the best and most popular lines, and only the best gilts are used for breeding purposes. The outstanding results of the project are that:

1. A genuine interest in scientific animal husbandry has been encouraged.
2. A superior breeding stock has been supplied to the whole community. (Almost all the Durocs in the neighborhood were directly traceable to the boars and gilts bred by these high-school boys.)
3. An insurance association has been organized which protects the members from possible loss. Amounts depending upon the age and weight of the pig were payable at the pig's death. The association, being coöperative and mutual, was subject to assessment should losses

exceed reserves. Fortunately, there have been no great losses, and benefits have been met out of the regular capital created by premiums. To offset the handicap of assessable policies, the association distributes its surplus funds among members in true cooperative style.

4. The young members realized in practice the value of pooling resources and of cooperative action. This was cooperative farming at its best.

The Canadian Seed Growers Association provides four scholarships of seventy-five dollars each to the four outstanding members engaged in Junior Seed Club Work in Alberta. Each year, the boys with the best record in field work are sent to the annual Provincial Seed Fair for a three-day short course at Edmonton or Calgary. Once a year, a provincial team represents Alberta in the national judging competition at the Dominion Junior Club Show in Toronto. Recently, two teams were chosen to enter the judging contest at the World Grain Show at Regina.

Each fall, the boys are required to prepare a one-bushel sample of threshed grain for exhibition at the club seed fair. Awards for these events are given by the Provincial and Dominion Governments, and average from forty dollars to fifty dollars per club. Samples are taken from the winning exhibits at these club seed fairs for competition at the annual Provincial Seed Fair. Among the prizes given to the entrants at this event are cleaning screens, special seeds, and devices of value in their work. These are presented to the winning clubs as a group. The boys in the organ-

ization pride themselves on the improvement of the seed which raises the quality of grain in their province.

The idea of the Junior Seed Growers Clubs was originated at a meeting of the Field Crops Branch of the Provincial Department of Agriculture and the Directors of the Alberta Wheat Pool. Although the original plan was concerned with the bettering of wheat, soon clubs were formed for the improvement of oats, barley, alfalfa, corn, and potatoes.

The objectives of the organization are:

1. Improved quality crops on club member's farms and other farms in the neighborhood
2. Demonstration of the value of good seed and good tillage
3. Education of Alberta Junior Farmers in the production and sale of improved seed
4. Discussion and demonstration to foster coöperative activities through club organization
5. Development of leadership on community projects

The organization of the Alberta Junior Seed Growers has, to a large extent, been effected through the United Farmers of Alberta; however, any group interested may appoint a leader to approach the Provincial Field Crops Commissioner for permission to organize a new unit. The next step is a meeting at which a government agent attends. He outlines the purposes of the club and prospective activities under it. Following this, the group receives a seed supply

and allots a share to each member. During the growing season, the boys are visited at least twice by the government representative who gives them advice and instructions, principally in plot roguing.

Membership is open to young men between the ages of fifteen and twenty-two who reside on the farms where the seed plots are grown. A club must have ten to twenty-five members within a twenty-five-mile radius of the club center. No more than two members of the same family are accepted for membership. During the first year, a boy is allowed only one cereal crop. Upon successful participation in club activities, he may add one crop per year until he is working on three. Each club has its president, vice-president, and secretary. An adult or junior, who is not a member of the club but is selected by members, acts as leader. Each organization has a seed-supply officer who, in the case of wheat, is the agent of the Alberta Pool Elevator, if there is one in the locality. Only one club for each project may be organized in any one district.

Before March fifteenth of each year, the officers apply for the approved seed which may be obtained for a nominal fee. All members use seed of the same variety. The quantity obtained is sufficient to plant a three- to five-acre plot of ground. Each boy has the responsibility of supervising his own seed plot independent of parental supervision. This special seed must be isolated from other seed. When the same

type of grain is grown on adjacent plots, a strip three feet wide must separate them.

Nearly a thousand boys in Alberta are now engaged in producing seed of superior quality. Altogether, more than 3,000,000 bushels of splendid quality seed wheat, as well as large quantities of seed oats, seed barley, and other grains, have been produced by them. About 95 per cent of the seed produced is sown in the locality. Proof of the carry-over from the experimental plots to the community at large is proven by a check which revealed that the average difference between the boys' experimental plots sown with tested seeds and the general farm fields was only a little over 4 per cent in favor of the plots. The impurities of the plots and the community at large were $\frac{1}{2}$ of 1 per cent. This demonstration shows plainly that the quality of general farm seedling in Alberta has risen to a surprising degree in the vicinity of the Alberta Junior Grain Clubs. The youths of Alberta have taught adult farmers of various neighborhoods a practical lesson in modern agriculture.

Several years ago, the various adult agricultural societies in Denmark decided to enlist the services of youth in their activities. The young people were given an important part in the program of almost every agricultural association, and the coöperative club work developed gradually. Boys and girls from

ten to twenty-two years of age were invited to join. They were encouraged to obtain land either at home or at their places of study for experimental purposes. The average plots were from 100 to 500 square meters for garden vegetables, and at least 1000 square meters for staple products. Selection of produce was governed by local conditions, marketing facilities, rate of home consumption, and individual choice.

Special agents encouraged and scientifically guided youthful effort mainly in horticulture and soil improvement. The Danish Experimental Stations furnished booklets of information. Accurate records of the crops, including meteorological and geological data, disease dangers, and methods of combating them, marketing conditions, etc., were kept by the young farmers. This information was available to community farmers and adult societies. The older organizations have established committees on Young People's Work, and make tours of inspection at least twice during the summer. Prizes are given for the best results.

Girls in the community are taught how to can fruits and vegetables, and how to use to best advantage the products grown in the experimental gardens.

Through coöperation, young people have greatly improved the agricultural exhibits and have, by their experimental work, greatly advanced the standards of the agricultural products of the community. Today, the importance of the work is such that it has at-

tracted the attention of the Danish Ministry of Agriculture, and an official committee appointed under the ministry supervises and guides the Youth Clubs of Denmark.

In Mexico, model experimental farms of varying sizes are attached to many schools where students are taught animal husbandry, scientific agriculture, and modern methods of marketing. A percentage of the proceeds from the sales of garden truck, chickens, eggs, honey, and other crops is divided among the pupils at the end of the school year. Vegetables and other products are supplied by these farms to the school lunch rooms. The children are given at least one meal a day. The meals are prepared by the advanced students and by parents who wish to learn more about culinary art. A new crop introduced by these experimental schools and adopted by the Mexicans is Irish potatoes.

Until the last revolution, Mexico was composed of separate units of people who, through their lack of education, dissimilarity of interests, and absence of means of communication were completely out of touch and sympathy with any movement toward progress. Roads to unite their country are few and far between. Many districts cannot afford schools in which to educate children. Becoming conscious of their drawbacks, adults and children are uniting their efforts with those of the government in useful

industrial projects for their community betterment.

The new government realized that, if Mexico were to have any unity or strength as a country, the people would have to be given similar interests, aims, and bonds of mutual understanding. The first step was education, but to acquire this education, easy communication was necessary. For this, roads were needed. The Mexican government not only lacked the roads, but the money to build them. Inspired by their teachers, the Indian children in Campeche decided to build a road through their own district. Money was required to finance the project, but as none was available, the youngsters brought wagon-loads of corn from their home farms to the most centrally located school. After this corn was collected, the teachers sold it to near-by villages and, with the proceeds, purchased the necessary tools and equipment for the road work. This road today is fifty-two kilometers long and serves as a connecting link between fifteen villages and the outside world.

Many other socially-useful community projects are carried on by the Mexican children of which the following are but examples.

In order to provide more space in a congested residential district of Cuahatemoc, houses that had been erected without regard for plumbing or lighting facilities were moved in line with the streets and modernized by the youth of the community. In

Valledolid, the residents wanted an open-air theater. Weekly, they contributed twenty cents apiece from their meager wages to make up a fund for its erection. When the necessary amount was raised, the pupils of the Pixoy School built a modern brick theater building for the community. The building is typical of the 4,000 theaters in Mexico today, many of them erected by children and used for all social purposes.

In some of the poorer communities, even a school is lacking. The town of Coahuila was one of these. To give their children the same advantages as the children in neighboring communities, the parents and older boys and girls undertook to build a school. Many of those who worked on the project had no training in construction, but by following carefully the directions of experienced builders, they erected a modern four-room building.

The Indians in the town of El Salto succeeded in interesting the governor of the state in the building of a small school, and he contributed \$200 to purchase windows and furniture. He also contributed a small library, some athletic equipment, and other educational material. School children and adults together built one of the best schools in their state.

In Oaxaca, the school needed desks and furnishings, and a residence for the teacher. The pupils, with the aid of the teacher, built a model house and made the school furniture. Pupils of another school

in this district convinced their parents and neighbors that their houses should be painted. Money for the paint was provided by Juvenile and Adult Coöperative Society Funds. Families worked together on this project.

Through the coöperative strength in Mexico's youth the government is gradually assisting its people to raise the living standards of an entire country.

Socially-useful work carried on by Russian youth is under the jurisdiction of the Pioneers, an international movement for boys and girls which, in some respects, resembles the Boy and Girl Scouts and other youth groups in purpose and organization. Although there are branches of Pioneers all over the world, the organization has achieved its fullest success in Russia. Industrial and agricultural projects under Pioneer leadership are so numerous that they must be dealt with briefly.

The influence of industrial schools in the U.S.S.R. is extensive. The twenty-first Factory-Plant Ten-Year School is an illustration of a model U.S.S.R. industrial school. Here there is an electro-technical circle. There are only fifteen students in this circle, and at their service are trained leaders and a splendidly equipped laboratory. It is obvious that, in such surroundings, good work may be done. In addition to theoretical knowledge, children are making practical application of what they learn. They build models

Another eight-year-old expressed his opinion, "I like the automobile. I'll sit in it and ride away from the exhibit. The motor is a lot of hooey [*boozah*]. I can also make one."

A worker from the South Western Railroads, after carefully studying the remarkable results achieved by these children, summed up the general opinion with these significant words: "Just as one can recognize a day by the dawn, so can one recognize future useful workers by the exhibits of these children."

As a result of continued effort, in place of the original tiny room, the station today has a great three-story building. The budget of the Children's Technical Station, originally one of pennies, has grown to 20,000 rubles. In the Kiev region alone, twenty district stations are organized and functioning. By the decision of the Central Committee of Lenin's Communist Youth Union of Ukraine, the original Kiev station was reorganized into a regional one and now serves seventeen districts. Tens of thousands of children write in for information. Approximately an equal number of consultations are given annually. Exhibits, contests, seminars, conventions, and performances are all arranged and museums are opened by this station, which is one of the best in the Union.

Following the successful experiment of Kiev, Rostov-Upon-Don arranged a similar exhibition. Ten thousand children visited it. A later exhibit had a thousand models and about 30,000 visitors. This tech-

nical station now has three branches in the city where children receive advice and instruction, in classes and through correspondence, on photography, electricity, radio, woodwork, and mechanics. There are also courses in agriculture, such as dairying, animal husbandry, pest extermination, and so forth.

An "industrial-technical attack" is being made. The Children's Technical Stations are leading it. When the urban Pioneers and school children dispatched their brigades in the winter to assist the rural groups, all these brigades went through the courses arranged by the Rostov-Upon-Don Children's Technical Station.

Technical Stations also instruct the young in problems of economic reconstruction that face the Soviet Union. *Meetings of young inventors, young leaders, and children engaged in special technical work* are called to discuss their particular problems. Stations conduct short courses and seminars in electricity, radio, and other lines of industry. Lengthy seminars are held for the advanced children. The stations carry on mass inspections of the children's technical progress, in which the children themselves participate.

Competitions are inaugurated for the purpose of increasing the membership and fostering ambition. In Leningrad, one Pioneer Brigade challenged another to an industrial contest. The following is a description of what happened:

Four hundred youngsters met in a hall to watch. A Pioneer Brigadier (leader) mounted the platform and in a ringing voice announced: "Children, we work for the Children's Technical Station. Our brigade challenges this other brigade to a contest in skill. Which of us can make an electrical bell the quickest? Look here! This is the raw material." He turned it slowly in his hands, then faced his opponents. "We challenge you to make an electrical bell out of this in twenty minutes!"

He gave the signal. Complete silence. He clapped his hands for them to start. The children dashed for their material and tools. There was the ring of steel on steel; the walls echoed. The audience was silent and attentive. Their eyes traveled from the wall clock to the competitors as the hands moved . . . ten . . . fifteen . . . eighteen minutes. The children are tense with excitement. A bell is ringing. A bell made from the very materials which had only been a mass of metal nineteen minutes before. There is a thunder of applause. The victors rise to take their bow. As a result of this demonstration, 174 children registered at the station.

In the village of Peredelkino, sixteen miles from Moscow, the Pioneers of Khamovnichesky District of Moscow, resolved to install electricity in their camp. After constructing a dam across a small river, they installed a water wheel and attached it to a little dynamo taken from a movie projector. Wires were carried from it to the camp. With this home-made plant, the Pioneers installed a lighting system for themselves and their neighbors.

Pioneers encamped at the village of Bratovchina undertook an even more ambitious project, when they conveyed electricity to the near-by homes from

a power-house which they themselves had built. Encouraged by their success, Pioneers and pupils' organizations of the same district have located other sources of electrical power, such as water and coal and the most favorable areas for wind-driven generators. They plan to map these locations and to specify their approximate capacity. Under the supervision of agents of the State Planning Commission, they hope to establish small power-houses which will be run by local sources of energy for the benefit of the community.

Another project conducted by the Pioneers is the collection of usable junk. The Central Bureau of Young Pioneers requested the coöperation of all its members in the work. Leaflets and brochures were issued for the benefit of all Pioneers. An extract from one of these follows:

We throw away a great deal of useful junk as garbage. In the United States almost all used paper is collected and used again. We do that only to the extent of 5 per cent. Again in the United States about 80 per cent of the iron used in pouring is old. We use only about 25 to 30 per cent of our old iron and continue to suffer from steel famine. We must reach and surpass America in this section of our economic front. We have entered into an agreement with the Gostorg (State Trading Trust), in which we undertake to collect an average of twenty kilograms of junk per Pioneer.

The Pioneers of the ninety-seventh Company of Krasnaya Presnya, Moscow, repaired a neglected dam while encamped on the banks of the River Petra.

Three peasants, until the Pioneers stepped in, were helpless and unable to avert the danger of cave-in.

Pioneer school children in Laptevo wrote the following letter to the State Rubber Trust:

Dear Comrades: *

We pupils of the fourth group of the Laptevo School, in Rubtsovsky District of Siberia, while reading the issue of *Pravda* [largest newspaper in Russia] read "On the Way to Soviet Crude Rubber," an article in the department of "Science and Technique," and therefore are calling your attention to the fact that here in our Beko Agachak steppes there grows a large amount of grass which gives out a sort of milk from which crude rubber might be made. If you find this is the case after experimenting with the enclosed sample, we want you to know that we can obtain a quantity of it for extensive experimental purposes.

Novo-Sibirsk Pioneers, while on an excursion, discovered deposits of iron, ore, coal, and other minerals, valued at many millions.

The U.S.S.R. includes the youngsters in drives for industrial loans. The Pioneers aided considerably during the campaign for the Third Loan for Industrialization. Pioneers at Khabarovsk sent five delegates to the Pioneers of Blagoveschensk to draw up a set of rules for a contest sponsoring subscriptions to the loan. They resolved to:

1. Explain the importance of the loan to their parents
2. Pledge every contestant to collect money to pay for a part of a loan certificate

3. Have every Pioneer sponsor a collective loan by schools and groups
4. Canvas every home and the unorganized population to collect and check subscriptions
5. Stage demonstrations and carnivals publicizing the loans
6. Organize excursions of Pioneers to villages and give short dramatizations dealing with the loan -
7. Prepare a bulletin board giving details of the contest, and display it in schools, institutions, and factories
8. Have school groups compete in the sale of the loan bonds
9. Make collections of iron, paper, and junk, and use the money from these sales for subscriptions to the loan
10. Publish newspapers and establish Blue Shirt theater troupes and marionettes to be operated in streets and parks to publicize the loan
11. Engage in a campaign advocating the retainment of old loan certificates

On the opening day of the All Union Pioneers Conference, Khabarovsk Pioneers held a huge demonstration for the loan. At the meeting which followed, it was announced that the Khabarovsk Pioneers had already collected 3,000 rubles. This started the campaign with enthusiasm. All types of enterprises to raise money were started. The twenty-second Company of Khabarovsk Pioneers cleaned a garden. The Fortieth Company sent brigades to various villages to advertise the loan. The members of this company also organized a competition between its links (the smallest units of the Pioneers organization). One senior link of these Pioneers subscribed 260 rubles.

The Pioneers in each contesting link set an excellent example to all the children of the U.S.S.R.

The Pioneers also support the Five-Year Plans. At their All Union Pioneers' Conference several years ago, they decided to devote corners of their meeting rooms to bulletin boards for posting information on the plans. They displayed charts, hand drawings, and clippings from newspapers and magazines. They undertook the creation of new economic projects to advance the construction of the U.S.S.R. This program has become permanent.

The Central Bureau of Young Pioneers coöperated in a campaign for better seeds. The children of Krasnoplovka were asked to sort all seeds on their own collective farms and the farms of their parents. The children organized groups for sorting and staged demonstrations to teach their parents how to sow clean seeds.

The Pioneers of the city of Pereyaslavl, Vladimir, and the Pioneers from the suburbs of this district participated in a demonstration carrying banners inscribed with their slogans, "For Clean Seeds."

In the village of Vyselky, Kuban, the schools organized two shock battalions of Pioneers and unorganized children, and directed a Red Caravan of seeds of 668 kilograms. Subsequently, they concentrated on the spring sowing front. They explained to the peasants of the collective farms the importance of spring sowing; they distributed fifty leaflets and hung up a

dozen placards on the subject. In five days, they prepared 3,240 kilograms of seed for the seed fund and distributed fourteen magazines and 200 booklets on agriculture.

The Jerdevsky children's collective farm increased the number of gardens in their village. They planted the apple seeds which they separated from a box of cores in order to supply the farms in the vicinity with young apple trees. Another year, these same children sowed cabbage seed, and they were requested by the village Soviet to supply all the citizens with plants. With half the money earned they bought seeds and implements for their collective farms. With the remaining money, they purchased hot lunches for their school.

Pioneers of Orel sorted about 100,000 kilograms of seed for the poor peasants. Each Pioneer Local gave practical assistance to ten farms.

In Ugodskaya Kaluga, just prior to the spring sowing, dishes of soaked seeds can be seen on the window sills of the houses. The Pioneers are experimenting with the seed and testing its fertility in accordance with their contract with the local Soviet which provides for the classification and grading of seeds grown on the village farms.

The Pioneer Company of the Paris Commune Factory, City of Vladimir, collected five kopek pieces until they had a fund sufficient to buy a seed drill for the peasants of the village. Later they supervised

its use. Local groups of factory Pioneers in the city of Kostroma collected 600 rubles toward the purchase of a tractor. Rostov Pioneers borrowed a sorting machine from the Credit Society, attached the machine to a carriage, and made a round of the villages of the county. Their project resulted in the sorting of six and one-half tons of seed.

The People's Commissariat of Agriculture asked the Pioneers to aid in locating deposits of lime and phosphates for fertilizer. The work of these children has proven of great value in this project. As illustration of their contribution, the boys and girls of Rybinsk while taking an inventory of local resources, discovered quantities of lime readily accessible to farmers.

The All-Union Pioneer Convention adopted a plan to collect not less than 50,000 tons of ashes annually. They assigned each Pioneer Company the task of collecting two tons. The convention estimated that the collections would net the state about a million rubles. The ashes are used to fertilize collective and state farms and experimental fields. Competitions for the best ash collection have been introduced.

A program of equal importance was that conducted in connection with the extermination of pests. The All-Union Pioneer Commissariat of Agriculture gave the following orders to the Pioneers:

Save 2,621,800 rubles worth of crops from parasites. Every Pioneer must catch five rats and ten mice, must

free one fruit tree and ten growing vegetables from parasites, must also exterminate ten marmots per year, and clean of parasites one tenth of a hectare of a field. We must organize trained shock troops of Pioneers to accomplish these tasks. . . . Every Pioneer may take part by mobilizing unorganized children for a mass campaign, and by drafting the adult population.

Birds aid Pioneers in the extermination of garden pests. The best method to employ in the campaign against some garden parasites is to have birds for allies. The Pioneers and unorganized children will sponsor a "Bird Day."

The children fed the birds in the winter and built artificial nests in their gardens to encourage the birds to stay with them. They increased the number of bird houses from 1,500,000, plus a small number of bird feeding stations, to more than 2,000,000. Every Pioneer aims to construct one bird house and two bird feeding stations per year.

Because marmots are responsible for great damage to the crops, the Pioneers of Kalashevo, Ivanovo-Voznesensk, urged the children of their village to engage in a great marmot hunt in the surrounding wheat fields. Altogether 2,000 marmots were killed. Since each marmot eats an average of sixteen kilograms per year, the children saved 32,000 kilograms of wheat. The marmot skins were sold for ten kopeks each. With the 200 rubles earned, the children bought rat poison for a future fight against the field parasites.

The Pioneers have also been enlisted in poultry farm-

ing. In order to foster their interest, the State Poultry Trust has entered into an agreement with them. The Pioneers agreed to undertake within the course of five years the organizing and building of 5,000 poultry co-operatives, 5,000 collective chicken farms, and 5,000 chicken houses. Every coöperative was scheduled to increase the number of chickens in an experimental collective chicken establishment to twenty-five in the first three years, and the combined collective chicken farms were to have 125,000 chickens. During the last two years of the plan, each coöperative was to aggregate 125,000 chickens in all. The Pioneers also undertook to add a good egg-producing hen to every peasant's farm and so give the state a total of 50,000,000 chickens and 5,000,000,000 eggs valued at 150,000,000 rubles.

The Future Farmers of America is a national organization of farm boys studying vocational agriculture in public secondary schools. It was organized in Kansas City, Missouri, in 1928, and since that time associations have developed in forty-six of the states and in Hawaii and Porto Rico.

The purposes of the organization are stated as follows: (1) to develop agricultural leadership, (2) stimulate interest in farming occupations, (3) create and nurture a love of country life, (4) promote thrift, (5) encourage coöperative effort, (6) improve scholarship, (7) strengthen the confidence of the farm boy in himself and his work, (8) improve farm and home

surroundings, (9) provide needed educational and recreational activities for its members, and (10) to supplement with boy-initiated and boy-directed activities the regular systematic instruction offered to prospective farmers through vocational agricultural courses.

The Future Farmers of America is a non-profit organization coöperating with the U.S. Department of Agriculture and designed to take its place among other organized agencies striving for the upbuilding of rural life and the development of a more permanent agriculture. The national headquarters are located in Washington, D. C., and the national conventions are held annually at Kansas City.

The membership is divided into four classes based upon achievement: (1) Green Hands, (2) Future Farmers, (3) State Farmers, (4) American Farmers. For each of these classes, a degree is given, based upon certain qualifications. These qualifications can be studied by referring to the constitution of the Future Farmers, Article IV.

In spite of recent adverse economic conditions, the organization has steadily grown, increasing its membership to approximately 82,000.

"The scope of this movement is far reaching and the organization drives steadily forward. Each member is alive to his responsibilities and awake to his opportunities." The following thirteen project reports are the work of members of this organization:

The chapter of the Future Farmers of America located at the Walsh County Agricultural and Training School in Park River, North Dakota, was organized for the purpose of "giving community service through coöperative effort." These boys are demonstrating through the application of scientific principals that the quality and quantity of agricultural products may both be improved. They wish to show that far greater results may be achieved by coöperation than by individual effort.

An experiment in poultry raising was carried on by this group with sixty-four pullets owned by the school. Carefully selected birds were used. The birds were housed in a modern building. The boys mixed their own mash and added to the diet scratch, butter-milk, and vegetables. Exact records were kept for each pullet; and, at the end of the year, the community was allowed to examine them in order to profit by the experiment. The record follows:

Average egg production per hen	203.6
Feed for flock	\$ 67.00
Other expenses	83.00
Total expense	150.00
Income from flock	311.00
Income from labor	161.00
Income for labor per hen	2.52

From the results, the community saw just how profitable poultry raising may become under proper conditions.

During a recent drought in the western part of

North Dakota, the Future Farmers gave invaluable aid by collecting potatoes to donate to the stricken inhabitants. The neighborhood was canvassed to find out which farmers would be willing to make donations. Some of the potatoes contributed were still in the ground. Almost all of the organization members had a share in this work. A few days later, two carloads were ready to be shipped, and 2,200 bushels of potatoes were contributed. Future Farmers of America in the drought region unpacked and unloaded them with the aid of Red Cross representatives.

Potatoes are a staple produce of northeastern Dakota as the land is especially well adapted to their cultivation. A study of the subject was made by the boys; then two carloads of the best seed potatoes they could obtain were coöperatively bought for seed plot work. The land was carefully prepared. Each boy had an experimental plot to gauge the superiority of the certified seed.

During the month of July, the Chapter held a visitor's day. The boys opened their plots to the adults of the community for inspection. They demonstrated the methods used in the work, and the visitors learned how similar measures could be applied to their own land.

The chapter carried on a coöperative selling campaign. Circulars were sent to instructors in agricultural classes all over the country. An excerpt follows:

Many of the members of our chapter carry on certified seed potato projects and have considerable quantities of certified seed of various species for sale at this time. The 400-acre experimental station which is connected with our school has carried on an active certified seed development program in cooperation with the State Seed Department. Your boys who are to carry on potato projects are, of course, interested in getting good seed. We would like to quote you prices and fill your order in case you can buy in quantities of 36,000 pounds or more by pooling orders either among members of your chapter of F.F.A. or perhaps in cooperation with some other near-by chapter. Our seed would be carefully graded, sacked, and shipped from one of the warehouses of the Far North Potato Association and would be inspected by the Federal Government.

In response to the letters, the boys received orders for seven carloads of their seed potatoes.

Annually the Walsh County Chapter joins the neighborhood chapter of the 4-H Clubs to organize a fair for the school. Here the youth of the country exhibit the products of their labor. The entire community attends. Lessons in scientific farming and cooperative effort are presented for all. The chapter awards ribbons and cash prizes for the winning exhibitors. The boy who has completed the best work during the current year has his name engraved on a plaque.

To determine which types of seeds were best adapted to their local farms, another experiment was attempted by this Walsh County Chapter. They desired to improve varieties of cereals, flax, and field

peas. Under the guidance of the instructor in crops and soils, they personally did all the planning, measured out the plots, and conducted the seeding. All varieties were seeded in one-thirteenth acre plots, in triplicate.

During the growing season, the boys made extensive notes on the dates of emergence, the blossoming of the plant, its heading, height, vigor, and pod set. All diseases were studied and any other unusual development analyzed. These ambitious students are now organizing all the material gathered into a chart which they will present at the farmers' meeting.

The work is judged so valuable that the organization intends to include similar practical tests in their yearly program.

Convinced that the price of laying mash could be much reduced, the boys of the Walsh County Chapter purchased the concentrate material and secured the grain from the school farm. The formula follows: 100 lbs. bran, 100 lbs. shorts, 50 lbs. corn, 100 lbs. oats, 50 lbs. barley, 50 lbs. meat meal, 50 lbs. bone meal, 25 lbs. alfalfa meal, 5 lbs. charcoal, and 1 lb. salt. About 12,000 lbs. of this laying mash was mixed. Chapter members and county farmers bought it for \$1.25 per hundred pounds. Commercial mashes were selling at the same time for from \$2.25 to \$2.75 per hundred pounds.

In the spring the boys mixed about two thousand pounds of starter mash for baby chickens and sold it at

\$1.50 per hundred pounds. It was estimated that the community was saved about three hundred dollars by this experiment.

Before school is out in the spring, the boys help the State Seed Commissioner plant the experimental plots which develop new and improved strains of seed; in the fall, they aid in harvesting and storing the crops. They help in such work as indexing potatoes for virus diseases. The Walsh County Agricultural and Training School finds the boys an invaluable aid in conducting their experiments.

The young farmers of Walsh County conducted a demonstration for the benefit of their neighbors on the control of gophers, a rodent that does great damage to crops. The boys mixed 350 bushels of gopher exterminator. Two poison demonstrations were then conducted on the city park golf course, and on the school farm for the instruction of the farmers.

Worms and external parasites were threatening sheep-raising, a comparatively new venture in Walsh County. The Future Farmers obtained information on the control of these pests, and conducted a demonstration at the Community Fair of the approved methods of control.

The following are brief summaries of a few more of the outstanding projects conducted by the Future Farmers of America, in Walsh County, North Dakota.

1. They organized two part-time schools in neighboring towns where they taught thirty boys scientific farming

- and coöperative action through supervised projects.
2. At the school, the boys kept an electric incubator with capacity for 2,000 eggs. To date, 7,000 chicks have been hatched for the farmers of the community.
 3. They helped materially with two poultry shows, arranged the display pens, and aided in taking entries.
 4. They assisted in judging the birds.
 5. They formed a stock-breeding corporation through which much of the livestock of the community was sired.
 6. They conducted a livestock sale open to the entire community. This sale resulted in coöperative trading and purchasing which was mutually beneficial.

The Redland District Fruit Festival is the outcome of a Future Farmers Project. Every year, the young farmers exhibited their produce. Several years ago, they decided to make this a community affair, displaying the products of the neighborhood as well as their own. They built two booths, one for their own exhibits and one for exhibits from the community. After planning their procedure, the neighbors were invited to join the show, and they responded wholeheartedly. As an added attraction, the forestry class prepared for the exhibit samples of native trees, showing leaves, seed, bark, and dressed lumber. Another exhibit displayed soil and cover crop samples. These were used to indicate possibilities of improving the soil with crops that are recognized as soil builders.

The exhibition provided a colorful show. People came from many miles to see it. Much benefit was derived, and as a result of so much favorable comment,

the boys determined to make their contribution an annual affair.

The Cairo, West Virginia Chapter of the Future Farmers of America, at Grant District High School, Ritchie County, offers an excellent example of the coöperative activities engaged in by this nation-wide organization of youth.

The projects undertaken by the Cairo Chapter were motivated to some extent by their educational value, but primarily by their contribution to the present and future well-being of the community. These projects arose out of depression conditions—surplus production, a slump in farm incomes, and poorly managed farms. The chapter reporter who did the publicity work for his fellow-members emphasized the need of coöperation and education to change conditions.

Among others, such community services as the following were rendered: testing milk for butter fat, giving 2,700 vegetable plants to the needy, and co-operatively buying fertilizers, feed, and even baby chicks, at a great saving. They built and equipped a greenhouse. They remodeled an old storage building into a vocational agriculture shop, and organized a long-term program of sheep- and chicken-breeding. Over a period of years they hope to influence the practice of breeding pure-bred sheep and chickens in this community.

The students interested in sheep-raising planned

to purchase five regular Shropshire ewes. One student purchased enough rams to furnish service for the entire flock. Each boy selected and kept the best of his resulting ewe lambs until he had built up a home flock of registered sheep. The culls, both male and female, were marketed coöperatively.

The other breeding project is concerned with the raising of brood hens. Each member engaged in the project raised 100 to 200 blood-tested and state-inspected hens. The hens were kept in sanitary laying houses with trap-nests. During the hatching season, the eggs were looked after carefully. Each boy had a pedigreed rooster for every twenty-five laying hens.

Arrangements were made to have the eggs hatched at a West Virginia hatchery, and the chickens were then returned to the Future Farmers. These were kept in brooders until sold to local farmers. The boys made a home-mixed growing mash of seventy-five per cent locally-produced ingredients. The progress of one young farmer is recorded in the following report:

First year: 100 baby chicks, $\frac{1}{2}$ acre potatoes

Second year: 150 baby chicks, 12 sheep, 45 laying hens,
2 acres oats, 2 acres corn, 2 acres soy beans

Third Year: 250 baby chicks, 500 white leghorn chicks,
18 sheep, 4 acres corn, 3 acres oats, 4 acres soy beans.

Fourth year: 1,000 baby chicks, 200 laying hens, 28 sheep,
5 acres corn, 4 acres oats, 3 acres soy beans, 10 acres
orchard, $\frac{1}{2}$ acre raspberries.

Some of the modern methods in farm practices used by another student in carrying on his enterprise included:

1. Wire floor in his brooder house .
2. Artificial heat for the little chickens
3. Flexo-glass instead of regular glass
4. Dosing sheep at least once a month
5. Certified seed for all crops
6. Recommended rations for all livestock .
7. Formula fertilizer for the crops
8. Culling farm laying flock
9. Keeping accurate record of all enterprises
10. Home-mixed feeds made of recommended rations

Bulletins are posted in central meeting places giving the results of all successful experiments tried out by the chapter and other information valuable to the farmers of the community.

In Twin Falls, Idaho, a project was undertaken for the development of improved farming methods and as a means of raising money for the chapter there.

A plot of twenty acres was rented for \$400. It was good, level, well-irrigated land. Originally the plot had been an orchard in rough condition. It was of high alkali content and required drainage, levelling, fertilizing, and cultivating to obtain balanced, productive soil.

Money and labor were necessary for this work. The boys obtained the coöperation of the local dealers in farm implements. The Future Farmers arranged a demonstration to show the use of new tractors, plows,

discs, levels, fertilizer, etc. The demonstration, for the benefit of the entire community, was held on the boys' experimental farm.

One of the boys, elected manager, was responsible for the success of the farm. A legal contract was drawn which provided for payment of labor to the manager according to a man, horse, and labor scale worked out by the agricultural class. The contract also provided that one-third of the profit go to the manager, and two-thirds to the Future Farmers of America. The manager's contract was signed by the boy's father, as well as by the boy. The Future Farmers Thrift Bank loaned enough money to finance this work, receiving in return a crop mortgage and note as security. This procedure required the use of a local banker. Young officers of the Thrift Bank made out all the papers.

Under supervision by the manager and the adviser, the work of preparing the seed beds, planting, cultivating, harvesting, and marketing the crop was done by members of the chapter who received an hourly wage. As many as twenty-five members often worked at one time.

The experimental plots were visited during the summer months by members and farmers on a regular organized tour of the community. All the agricultural classes used the farm for such class work as weed identification and control, irrigation methods, variety tests, and other improved farming methods.

In coöperation with the University of Idaho, the

young farmers made variety tests with soy beans. Fertilizer tests were made in connection with the local fertilizer dealer. The Anaconda Copper Company furnished the phosphate fertilizer for tests on sugar beets and potatoes. The following charts illustrate the value of the experiments:

The manager kept a complete record of all farm expenses and receipts, and furnished a report to all the members at the end of the year. As a result of the successful project, similar activities have been continued from year to year.

In Santa Rosa, California, the Future Farmers of America find that improvement in agricultural

RESULTS OF POTATO TESTS CONDUCTED BY THE TWIN FALLS HIGH SCHOOL, FUTURE FARMERS OF AMERICA

<i>Plot No.</i>	<i>Methods of application</i>	<i>Natural fertilizer used</i>	<i>Yield per acre in lbs.</i>	<i>Sacks per acre</i>	<i>Increase over check plot in lbs.</i>	<i>Per cent increase over check plots</i>
I.	25 lbs. acid phosphate sprinkled on seed pieces	20 loads manure	21,410	214	2,246	11
II.	125 lbs. acid phosphate broadcast at planting time	None	23,788	237	4,624	24
III.	Check plot: No treatment	None	19,164	191		

RESULTS OF FERTILIZER TESTS WITH SUGAR BEETS BY THE TWIN FALLS
HIGH SCHOOL, FUTURE FARMERS OF AMERICA

<i>Plot No.</i>	<i>Methods of application</i>	<i>Natural fertilizer used</i>	<i>Tons yield per acre</i>	<i>Increase over check plot in tons</i>	<i>Per cent in- crease over check plot</i>
I.	Acid Phosphate 90 lbs. broad- cast; 90 lbs. drilled by row	manure 10 loads	22.00	5.9	36
II.	Check plot: No treatment		16.10		
III.	Acid Phosphate 125 lbs. broad- cast	None	16.28	0.10	Not sig- nificant
IV.	Acid Phosphate 90 lbs. drilled by rows		19.50	3.4	21
V.	Acid Phosphate 125 lbs. broad- cast and plowed under	None	22.80	6.7	41

practice alone is not all that is needed to make the ideal farming conditions. Farm mechanics are of equal importance. The farm-mechanics teachers of the Santa Rosa High School introduced a project along these lines and directed the attention of the boys to repair work on home farms. Shop time was set aside for estimating the time and material needed for the work. In many cases these

home projects were conducted by the boy alone, under the supervision of an instructor.

The work of one freshman is outlined as an illustration: In seventy-three hours of labor, stretching over a five-month period, he repaired a corral fence, the side of a barn, a field fence, a generator, a forge, a gas engine, and a hay rake. He put new roosts in the chicken house and repaired the pipes running from the chicken house to the brooder. He rearranged the equipment in the workshop, built a shop bench and a tool rack for wrenches, and painted the shop. He made a door for the basement of his house, built a concrete cooler, changed pipes from windmill tank to cattle trough. He worked on the family Ford, inserting a brush in the generator, grinding the valves, putting in new wiring and brake bands, and painting the hood. Old lumber and pipe were collected to save money on materials. The total expenditure for materials was kept down to \$27.70.

A third-year pupil in the school carried on a program of farm mechanics at home that involved 236 hours of his own labor and eighty dollars for material. Many other projects involved over a hundred hours of labor; these included the building of poultry and hog houses and other equipment used in agricultural projects.

The work permitted the boys to apply in practice the lessons taught in the school shop.

Teachers, working on the project, after a year's trial, saw the following beneficial results:

1. An increased pupil interest in shop work
2. An opportunity for the boys living at a distance from the school to have the same opportunity of working on real farm jobs of their own as the boys who live close to town
3. Another connecting link between the school and the parents, arousing an increased interest in and appreciation of the value of instruction boys are receiving in the field of vocational agriculture and mechanics

In Bozeman, Montana, the boys of the farm mechanics class of the Gallatin County High School, all Future Farmers, decided to undertake the planning and installing of improvements on the buildings and machinery of the ranch of a young farmer, situated near the town. The farm was engaged in raising irrigated crops, range sheep, and poultry.

After the boys had made an inventory of the farm shop, the buildings, the machinery, tools, and other equipment, they conferred with the farmer and planned a program of mechanical improvement to meet his needs. The first task was to improve the farm shop and equipment. The shop was dirty and disorderly, and it had little work space and no racks for supplies and materials. Almost every tool in the place needed repair. The students put these in working condition and sharpened them in the school shop. They renovated the farm building, arranged for better light-

ing, working space, and supply room. They also built a tool board with the outlines of tools painted on it.

Next, they reconditioned a gasoline engine, built a run for young chickens, renovated an old log cabin and installed roosts and feeders, and then fenced in a chicken run in front of the house. For materials, they used scattered odds and ends found on the farm. Their total expense (for staples) amounted to only fifteen cents.

In order to improve the condition of the rancher's poultry house which was insanitary and poorly lighted and ventilated, as well as damp from the sub-irrigation of a near-by stream, the boys put in a concrete floor of two layers separated by a layer of tar paper. This kept the floor dry and warm for the laying pullets. A straw loft was built, ventilators installed in the two gables of the building, roosts made, and celloglass put into wooden frames in a manner providing for additional ventilation and for removal in warm weather. The cost incurred for the concrete floor was \$22.50 for cement and tar paper. The gravel was taken from a near-by stream bed. The celloglass for the windows cost fifteen dollars. Thus, with an outlay of only thirty-seven dollars an old insanitary poultry house was converted into a warm, modern, laying house which is steadily paying for its repairs through increased egg production during the winter. Other constructive work is being planned for the immediate future.

Although this project materially benefited only one farmer in the vicinity, the entire community is using it as a model. The farm is being used for demonstration purposes. The boys have become intensely interested in what can be done with so small an amount of money and are carrying on similar programs of improvement on their home farms.¹

The 4-H Club has a long history of leadership in socially-useful work in America. This organization is also assisted by the United States Department of Agriculture, the county governments, and the rural people who coöperate with it.

The aim of the 4-H Club is to help farm boys and girls do something worth while for their communities in the sphere of homemaking and agriculture. It seeks to develop wholesome, worthy manhood and womanhood in keeping with the interpretation of the ideals indicated in the 4-H insignia (development of Head, Heart, Hand, and Health); to assist these boys and girls in improving home and farm practices as junior citizens in their home communities, thereby affecting community progress; to train them in community recreation and organization; to make possible the adjustment of farm boys and girls to their environment in the development of the appreciation of nature and a sympathetic understanding of the finer values in rural life, as well as an appreciation of farming as

¹ Adapted from Basil C. Ashcraft, *Agricultural Education*, April, 1934.

an occupation; to help boys and girls to develop leadership, vision, and coöperation in home and community affairs.

The enrolment in extension club work with boys and girls is as follows:

Enrolled Membership

Boys	378,143
Girls	543,822
Total enrolment	<u>921,965</u>

The seven projects here reported are typical of hundreds that are constantly being planned and accomplished by this very active group of socially-minded children and youth.

The local 4-H Club of Mooringsport, Louisiana, decided to attempt the purchase of a community canner. As there were no funds available for the purpose, the group set out to obtain them.

A calf, cans, and the necessary equipment for meat canning were purchased for the total cost of \$12.24. The members of the club met at the home of their local leader and put up 180 cans of meat. This was accomplished with the aid and supervision of the United States Home Demonstration Agent.

The product was sold at a profit of \$26.85, which was immediately reinvested in a community canner. The members visited the homes and taught the adults how economically meat could be canned. Many of

the townspeople who had never eaten preserved meat before, learned how palatable it was, and the canner has since been in constant use. This young group also gave benefits and earned money to supply containers to families who could not afford to purchase cans and preserve the fruit and vegetables they had raised.

This same group undertook a rat-killing campaign. At the end of each year, the boy or girl who killed the most rats was awarded a prize. At the end of the second year after the introduction of this program, 500 rats had been killed. This service to the community can readily be appreciated when it is estimated that a rat can destroy two dollars worth of food per year.

A brace-and-crutch fund for crippled children was also maintained by this same club at the local hospital. Tin foil was collected and sold by the club members to increase this fund.

Each year at the annual community and parish fairs, the club members are invited to exhibit their products, exclusive of dead rats, and their booths are always surrounded by interested well-wishers.

The people of Oakland Township, Butler County, Pennsylvania, awoke to the fact that there was little or no community spirit. They came to the conclusion that an undertaking in which the boys and girls worked together might remedy this condition. The County Agricultural Agent suggested that a 4-H

Club be formed. A project was introduced to supply strawberries which, up to that time, were lacking in the community.

The neighborhood was canvassed, and a meeting was called which was attended by children and their parents. A 4-H Strawberry Club was organized, and officers selected. Formed under favorable conditions, the club prospered from the start. It soon branched out into a Girl's Room Improvement Club, and Food, Health, Canning, Bee, Celery, and Capon groups.

This club developed into a social center, and the monthly meetings of the Strawberry Club were the occasions for lectures and community singing. The club, as well, proved an incentive to strawberry-growing on a commercial scale for the adults of the community.

The 4-H Clubs deal with livestock projects. The children and youth of Pullman, Washington, conducted a project on beef feeding. A livestock specialist who had made a study of the subject interested the boys in the project. He suggested that they undertake to prove to the community farmers that, by feeding their late fall or early spring calves properly through the winter months, top quality baby beef could be produced by the following spring. The group decided to enlist the coöperation of their parents by holding a livestock fair and sale. The sale was

a great success. The boys' club took advantage of it to buy several high-grade steer and heifer calves for their own purposes. In order that no favoritism would be shown and each member of the club given a fair chance in the selection of the animals for which he was to care, the boys drew them by lot.

The animals received excellent care, especially as to intensive grain feeding. To obtain the best results, they combined different grains scientifically in the rations. A period of 150 to 200 days on a full-grain feed was required to fatten a calf sufficiently for it to be a market "topper." All the expenses of the experiment, as well as a record of purchases and sales, were carefully recorded by each boy. Record books and information on livestock feeding and management were furnished by the County Agricultural Agent, who watched the experiment with great interest. Cardboard feed records were posted in the various barns. The experiment led to the study by the boys of new and improved methods of judging beef cattle, and their market values. School knowledge of arithmetic and demonstration by local leaders on record-keeping were used by the boys in their bookkeeping. This was an important educational by-product of the experiment.

The material profit gained from fattening one baby beef calf for market was relatively small, but through this system of feeding and through careful

management, each club member received a profit sufficient to pay for the time spent in the experiment. At the end of the period, the livestock was exhibited. Returns from this beef-feeding project proved the contention of the livestock specialist and served as a demonstration to the community. In order that others might benefit to the fullest from their work, the clubs formed demonstration teams, each composed of two members who gave talks on the various phases of their work. The following are examples of the subject chosen:

1. Polishing the horns, trimming the feet, and curling the hair of the animal for the show
2. Balancing rations of barley for baby beef
3. Dehorning calves with caustic potash and with saw after ligation to prevent bleeding
4. Castrating: bloodless method and regular method
5. Branding with a hot iron and with branding fluid

Work of this type is educational and practical. It is obvious that the community in which such activities are being conducted is deeply interested in scientific agricultural methods.

In Brookings, South Dakota, the 4-H Club enterprises deal with projects for improving livestock and testing seed corn, as well as agricultural and home-economics demonstrations.

Special interest was shown in the seed corn test. The demonstration was held in 351 rural schools and

attended by 9,575 people, bringing corn samples from 2,265 farms intending to plant 135,900 acres.

A rope-making demonstration was also made and a pattern service maintained for the state 4-H Clubs. Sixty-six different patterns were used; 503 copies of these patterns were made, and there were 704 requests for them.

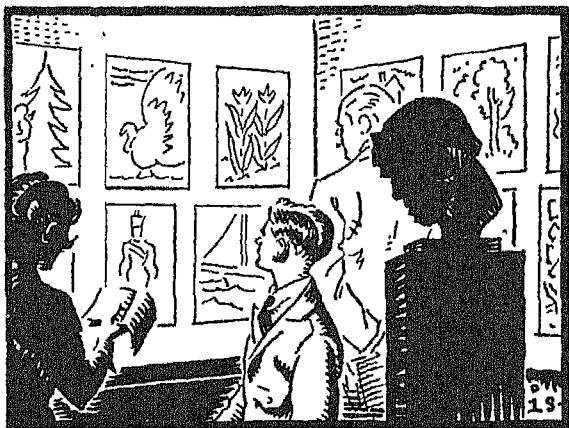
Illustrative material in home furnishing and clothing was made at the state headquarters and circulated among the various home-extension districts in order to carry to rural homes better and more economical methods of furnishing the homes and clothing the families.

In Connecticut, the 4-H Club is doing work in demonstration of dairy methods, testing for butter fat, raising better poultry, improving the vegetable gardens; and caring for fruit trees, by spraying and using better stock for planting. In home economics, also, the state groups have accomplished much that is valuable.

In every instance of successful achievement, the findings have been posted for the information of the respective communities, and in many instances demonstration tours have been conducted for the benefit of the farmers. In addition, there were three county camps beside two state encampments for the young people. The encampments and other local meetings where demonstration work was carried on had a total attendance of 198,000 persons.

For their contributions to community improvement no American youth organizations have been found equal to the 4-H Clubs and Future Farmers of America. For this reason, their projects have been reported in detail.





CHAPTER VI

YOUTH CONTRIBUTES TO CIVIC ARTS

THE contributions made by youth here and in foreign lands to civic arts signify a genuine interest in the betterment, esthetic as well as useful, of their communities and a finer realization of their own capacities and effectiveness.

The Pioneers of the Moscow *Red Defense* write:

The house management assigned us a socially-useful job of entertaining the tenants. We carefully went through attics and basements, and collected junk. We were paid a good deal of money for it. That money and the money we had from selling iron number plates made by the children we invested in a microphone. It was installed in our apartment-house club room. We asked the house management to buy loud-speakers for every apartment. The management did, and we installed them and

connected them to our microphone. We then assembled in our club room and broadcast an announcement that we would give weekly talks and concerts. We have kept our promise for several months. Everybody living in our house can hear us through the system. Every circle of our company is drafted for this work. We have our news announcements and our string orchestra. Pioneers sing for us, and several children have displayed unusual talents. Every event which takes place in the house is broadcast.

Tenants who are slow with the rent and others who break rules get their due through our radio system. To add variety to our program, we are planning to invite other companies of Pioneers to our radio station. Our radio has been a great success.

The All-Union Pioneer Convention resolved to install 75,000 radio receiving sets in the villages for the year 1930, and three sets for each Pioneer company in the cities. They decided that radio installation in schools, workers' houses, clubs, and Red Corners, should be the responsibility of every company Pioneers' link, children's radio circle, and radio amateurs.

The Pioneers of the "Nytra" plant in the Perm region arranged an evening of games and other entertainment at their club. Prizes were given for the best song and the best accordion-playing. An eleven-year-old accordionist received the prize—a month's subscription to the Pioneers' newspaper.

Company Pioneers send the peasants newspapers, magazines, and books of clippings, and distribute books on the Five-Year-Plan to the villages. The pu-

pils of the school in the Bolshaya Krepkaya village in the Don region sell books from the local bookstore to neighboring farms and villages. The women as well as the men in the region buy these books voluntarily.

In the Tomsk region of Siberia, the Pioneers' Circle of students of ethnology have organized a small museum which contains a collection of old costumes, local head-gear, and photographs.

School plays in the U.S.S.R. are usually produced by the pupils in their own schools and on their own stages. The spectators consist of pupils and guests invited from factories and shops associated with the school. A very successful play sometimes has additional performances in the club of the factory or shop with which the school is in contact, in a children's home, or in a near-by village patronized by the school. Towns and large cities which have centers of art, review the theatrical work of all the city and district schools twice a year, and the best of these school plays sometimes achieve presentation by an art center.

A far cry from the obvious methods employed by Pioneer youth movements is the introduction of an art gallery into the Abraham Lincoln High School in Brooklyn, New York. The idea originated with those of the student body who sensed an opportunity to arouse community interest and stimulate esthetic appreciation.

The gallery was sponsored by the Chairman of the Art Department, and a Student-Director was appointed to manage it. Under his direction, a student squad coöperates in attending to the necessary duties for efficient operation of the gallery. The members of the squad are responsible for the neatness of the room, and they take care of the bulletin board, issue invitations to the exhibitions, admit and guide visitors, and contribute clippings of current art news events.

The pupils were eager for the success of the undertaking and planned a campaign to interest their relatives, friends, and the community. At different times during the fall and winter months, exhibitions were held of old and modern Masters; water-colors; photographs of ancient Greece and Rome; pictures, records, and documents pertaining to Abraham Lincoln; textiles and weaving, and even student-made dresses. For all these exhibitions, attractive invitations were made by the students and mailed to parents, persons immediately interested in the school, and people directly concerned with art.

After the many small exhibits had proven so successful, the pupils determined, with the aid of their director, to see what could be done with an exhibition by professional artists for the purpose of bringing art closer to those who lived some distance from the art centers of the city.

The first step was the issuance of invitations to local

artists for the exhibition of one painting from each, with the understanding that one picture of the group exhibited would be purchased and placed in the Lincoln Gallery. The response was splendid. A total of forty-two paintings was exhibited. Of the ten most popular with the students, faculty, and parents, five were finally selected for further judgment by a jury of five interested art patrons, and from these the final selection was made.

The success of the exhibition warrants its becoming a permanent annual event. Its sponsors, the pupils of the Abraham Lincoln High School, and the residents of the Coney Island district are working toward that end.

The gallery is also used for instructional purposes to correlate the various departments of art instruction, to provide an opportunity for the development of student initiative, and to develop artistic and useful social qualities. Although the project is in its early stages, it is a step up the ladder to interrelation of school and community.

In a New York neighborhood where the movies are the usual form of recreation for growing boys and girls, as well as grown-ups, an experiment has been developed at the Children's Theater of the Henry Street Settlement.

The introduction of this novel source of entertainment has had its results not only in the elevation of

cultural standards in the homes of the neighborhood but has also provided a wonderful opportunity for work in Americanization. Mothers, particularly, are receiving pleasure, and by actual contact with the playhouse, the opportunity to better their acquaintance with the English language. Through the stirring of their curiosity and imagination, they are becoming more receptive to wholesome outside influences.

Starting with a small group of twenty-five children some six years ago, the enrolment in the theater has increased to 168, with a steady attendance of more than 100 children throughout the season. The groups are composed of youngsters from four to sixteen years of age.

The work is divided into song, dramatic, and dance periods. During the song period, the children work as a group—singing rhymes and folk-songs, and playing singing games. The older girls work on more difficult material and are now able to sing whatever choruses are required for public production.

The dramatic work is chiefly the result of improvisation in the studio. The children use their own imagination and initiative, indulging in free, natural pantomime, adding words as they build up their stories. This has developed into story-telling and other creative abilities. Stories are written and illustrated by the children, and finally bound into book-lets.

Dancing has been approached from the angle of vigorous body play accompanied by rhythmic music. A brief time is given to technique with each group, and then dancing follows. The dancing and dramatic improvisations are closely allied, and although the following example took place in the dramatic period, it might have been performed to music in the dance studio.

One child in the seven-year-old group selected several others to join her, and after a whispered consultation, the following ritual was performed: The children lay on the floor; then, suddenly, jumped up, one by one. They drifted to another part of the room where they revolved rapidly and lay down again. They then stood up, one by one, and relaxed in jerks from head, waist, knees, and ankles; then fell, bobbing up and down vigorously. Suddenly, they all were quite still—and, just as suddenly, all leapt up together. After many attempts by the audience to guess the story, the children explained that they were carrots pulled from the ground, scraped, cut into pieces, put into the pot, boiled, and served for dinner.

Each year, the children give public performances. At the present time, dance-pantomime is the usual form of entertainment. Each class works as a group on some part of the production, only meeting together for full rehearsal the last weeks before the final performance.

This work has contributed to a better cultural atmosphere in a neighborhood where the development of refinement and appreciation of the arts is vital.

The 1930-1934 years of depression brought to the pupils of Minneapolis schools a realization of imminent danger to one of their chief sources of enjoyment and self-education. The Minneapolis libraries were receiving successively smaller grants each year, and children decided to avert the possibility of their shutting down by collectively calling on the civic authorities for more funds.

Several schools, notably Sidney Pratt, Monroe, and Kenwood, elected representatives to a children's delegation which appeared to present their case before the city's Board of Estimate and Taxation. Other groups of children did some individual and collective lobbying among various aldermen and members of the Board of Estimate, and organized the publicity work effectively enough to receive considerable space in the Minneapolis press which printed photographs of the delegation in action.

Supported by the Library Board, the Librarian, representatives of the Church and school faculties, the collective efforts of the children succeeded in keeping the city's libraries open during the most critical year of the depression. Their concern over the possible loss of cultural facilities showed a sig-

nificant civic attitude. Youth scored a genuine social achievement.

Completely different, yet essentially similar in its social usefulness, was the project organized by four chapters of the Junior Red Cross to aid adult volunteer Braillists of the Red Cross to prepare and print 3,901 story books for the blind of the United States. The four chapters, located in Madison, New Jersey, Philadelphia, New York City, and Washington, had large enough presses to take care of wholesale publishing.

The adult Braillists of the Red Cross compiled a list of fifteen books that would meet the following requirements:

1. Proper story length permitting wholesale transcription
2. Literary value
3. Material unfamiliar to the average reader
4. Copyright permission

All Junior Red Cross members took an active part in the work. The National Children's Fund contributed the money to pay for the paper. One hundred and twenty chapters located in the larger schools made artistic book covers of cardboard boxes, heavy art paper, and wall-paper ten by five and one-half inches in size, under the direction of art supervisors and teachers. Original designs were painted and then

shellacked to protect the covers. Many of the groups raised designs to illustrate the story, while others pasted or sewed designs in heavy yarn or felt. The children then attached the covers with heavy ribbon, braided yarn, floss, or colored shoestrings.

Committees of Junior Red Cross members presented the books to the various schools for the blind, and the pupils of the Braille School wrote letters of appreciation to the children. Here is one from a boy who is a member of a Braille school in Newark, New Jersey:

Our class wants to thank you for the interesting books which you have sent us. We especially enjoyed them because they were stories we had never read before. The thing that made them even more enjoyable was that we can keep them for our own. The covers of the book made us want to read the inside.

The interest aroused in this friendly service to the blind led the Pittsburgh art classes to send 350 Christmas and Easter greeting cards to all blind men, women, and school children in Allegheny County.

This project afforded pleasure to the blind, fostered a sympathetic interest, and created nation-wide comradeship.

An orchestra both for pupils and parents was the contribution to civic arts by the Buxton County Day School, Short Hills, New Jersey, under the sponsorship of the Music Director.

Ten parents were persuaded to join the school or-

chestra. After choosing instruments, the adult class divided into three groups—string, brass, and woodwind performers. Under the direction of teachers and children, the adults were soon able to play open tones such as *A* and *C*. Encouraged by this small success, one of the parents played the piano, while the others, as an orchestra ensemble, practised sounding the open tones on accented beats. The orchestra has grown in courage and membership, and other fathers and mothers have learned to play various instruments creditably. Several entire families now belong to the school orchestra and spend much of their leisure time together. One such family group is composed of a mother who plays the piano, a father who is mastering the clarinet, a fifteen-year-old girl who is learning the cello, and a fourteen-year-old boy who plays the flute; another daughter, the youngest, is this year's Concert Master of the children's orchestra. In another family, the mother is becoming proficient as a cellist; the father plays the French horn; the sixteen-year-old son, the clarinet; and an eleven-year-old girl plays the violin.

The parents are taught by the children and supervised by the faculty. In the beginning, the parents borrowed musical instruments from the school or from their children, but as enthusiasm and sound increased, many bought their own instruments. All orchestra members are provided with music which is kept in the association library.

There is no doubt that this project has developed pleasurable, constructive avocations for the parents as well as the children. Mutual interest in music has brought about between families a new sympathetic understanding.

With the thought of developing an appreciation of children's art in New London, Connecticut, the Art Supervisor of Public Schools, Grades I to VII, suggested an exhibit at the new Lyman Allyn Museum.

The children were delighted at the idea of displaying their work, and the director and his staff were helpful and willing to aid in the plan.

The pictures, mostly in eighteen by twenty-four inch size, done in easel chalks and poster paints, were very free and colorful and, during the three weeks they were shown in the gallery, attracted many visitors. Many of these visitors had not previously visited the art gallery, and this first experience gave them an appreciation not only of the children's work, but acquainted them with the masterpieces in the regular gallery collection. By request of the museum there have been three of these exhibits, and it is hoped they will prove an annual feature.

In addition, the public library willingly accepts art work whenever asked, and a large exhibit in chalk, poster paint, and finger painting was displayed

at the County Convention of the Parent Teachers Association held at the near-by town of Niantic.

No attempt is made to do "exhibition work"; examples of creative art are selected all through the year by the supervisor whenever outstanding ability is discovered.

These exhibits encourage the children's artistic efforts, teach them to enjoy the museum with the added pleasure of having a part in it, interest the parents, and prove to the public that child art is worth while and delightful enough for public exhibition.

The boys and girls of Abraham Lincoln High School, situated in a middle-class neighborhood in Los Angeles, California, are accorded an opportunity to serve as active citizens of the school and constructive citizens of Lincoln Heights community. The boys and girls of the school who are interested in physical activities assume the sponsorship of volunteer groups in the neighborhood playground after their participation in their own seasonal sports at school. To these younger boys and girls, association with the high-school athletes stimulates greater effort in organized sports.

Each city playground has a student sponsor from Lincoln as a volunteer aid to the director in charge. At the branch libraries of the district, girls organize story-telling hours and book clubs, and boys help

with the discipline at night. Each local newspaper has a student reporter. The neighborhood elementary schools enlist the aid of Lincoln students in directing dramatics and conducting orchestras, organizing work with the Boy and Girl Scout groups, the Camp Fire Girls, and Woodcraft Rangers. Boys and girls volunteer for work in the various churches of their faith as pupil leaders and Sunday school leaders.

Under the direction of their Scoutmaster, Kiwanis Troop #31, of Weiser, Idaho, designed and constructed original Christmas toys for the poor children of school age in the community.

Thirty boys, ranging from twelve to sixteen years in age, worked on a toy which was designed by one of their group. The boys formed three divisions, and each of the three groups was given a specific task. One group traced the figure of the toy on plyboard; another cut it out; and the third smoothed off the rough edges and sandpapered the figure. The toy was then decorated with crayon, and each figure was given a different expression in color. The finished product was the figure of a man, with a wooden ring on a long cord attached to it. The man's nose, comically distorted, was his most prominent feature, and the object of the game was to snap the ring over the nose.

The Federal Government has just completed one of its housing projects in the vicinity of one of the

large elementary schools in New York City. The pupils had watched and studied the erection of this huge Hillside apartment project from the initial dirt-turning ceremony. Many of them were to live in the apartments when completed. The faculty conceived of the idea of obtaining one of the typical apartments and having the entire school participate in furnishing the rooms as attractively as possible with a limited expenditure per room. The faculty convinced the authorities that this project would not only bring crowds to the new development to observe an apartment designed and furnished by pupils but would, incidentally, set a standard for all the tenants in terms of a most attractive home at a reasonable cost. The authorities gave the apartment, and the school set to work.

The fifty-seven classrooms in the school divided up the work so that each room in the apartment was the responsibility of many classes. These classes planned their respective room coöperatively after much study of average budgets and principles of interior decorating. The furniture was built by the children in the school shops. The color scheme and the wall hangings were carefully chosen.

When the apartment was finished it served for a month as an exhibit and model for the Hillside Development.



CHAPTER VII

YOUTH CONTRIBUTES TO LOCAL HISTORY, SURVEYS AND INVENTORIES, AND PROTECTION OF RESOURCES

ON the reservation at Cherokee, North Carolina, a history teacher suggested to the pupils of Indian High School that they begin a museum collection of objects pertaining to the history and culture of their race. The teacher's attention had previously been drawn to a large mound site near the school, and to the fact that the bottom lands in the vicinity revealed, with each year's plowing, pieces of pottery, stone work, tobacco pipes, and an occasional grooved axe. Her suggestion to the pupils that they obtain the objects found in the plowed fields and bring them to the school was received with enthusiasm. The students brought not only the field

diggings but the Indian relics that had been in the possession of their families for generations. The collection grew in size and importance, and attracted the attention of students and archaeologists of Indian culture and visitors interested in the locality.

Perhaps the most interesting specimens from an archeological point of view were several Folsom spear points with their distinguishing grooves running down the faces of the blades. A number of these points had been found together with the fossil of an extinct type of bison in the Southwest by an anthropologist of the University of Pennsylvania Museum. He now made a study of the distribution of Folsom points, and photographed and recorded the collection of the Indian High School.

The students made their own detailed study of the chipping and flaking of these flints. The different points included rejects or blanks, crude, local flint flakes; and the fine, chipped points of both the stem and the leaf variety. The children now understood why their forefathers had to travel many miles to Georgia and Tennessee for suitable stone from which to make their implements. The local flint was too hard for the secondary chipping necessary to make a really fine arrow point or blade.

The collection included several highly prized family Bibles written in the Cherokee dialect, and a Cherokee shallow basket made of cane splints. Indian baskets of today are made of oak splints because of

the scarcity of cane, so this last item would make a valuable addition to any large museum.

The children's collection will perhaps exert an influence on the art work of the adult Indians on the reservation. The teacher hopes that the pottery collection will bring back to the parents the original Cherokee designs and methods of manufacture and supplant the Cherokee tribe's copies of pottery made by the near-by Catawbias. The latest developments of the local-history project at the Indian High School have been the drawing of a map of near-by mound sites sheltering Indian relics and the beginning of a library collection on subjects useful to the study of Cherokee culture, history, arts, and customs.

A number of cases of vandalism were noticed by those in charge of unoccupied property in the vicinity of Whittier Junior High School in Lincoln, Nebraska. Window lights were maliciously broken, and other damage was done by rowdies. The sponsors of the local Civic League brought this problem to the attention of the pupils of the school, and together with the adult leaders of the Civic League, representatives of the pupils elected from each home room worked out a plan to guard property against destruction.

The pupils' representatives immediately suggested the apprehension and punishment of the offenders. The adult leaders, however, skilfully focussed atten-

tion on the benefit to the community of education in the value of property, and in this way the original proposition was tactfully discarded.

Volunteers were called upon to make a daily inspection of certain blocks selected by the pupils themselves. These surveyors were to inspect the vacant properties only from the exterior so that in no instance could they be accused of trespassing.

Upon the completion of the survey, 1,050 pupils in their home rooms either discussed, or listened to the discussion of the situation. Twenty-five pupils undertook to act as inspectors for the duration of one month, and all participants in the discussion resolved to refrain from doing anything that might harm the property.

Aside from the obvious values of the undertaking, there was a further advantage to the community insofar as dollars and cents were concerned. A member of the city's Realty Board, when made aware of this project by the neighbors, called at the school and personally asked for the continuation of this service. In his opinion the entire community was benefiting by this project.

It must be noted that the adult leaders of this project, teachers as well as civic workers, applied one of the best methods of approach to the work to be done. Their part of the undertaking was confined to deft and subtle guidance, permitting the pupils the executive rights of planning and actual operation.

The results were gratifying. Children felt that they were not being "taught," but that they were learning from experiences created by themselves and designed to serve their home town.

Questing for truth and adventure, a half dozen young people in Moorestown, New Jersey, decided to do something "different." The group determined to make a survey of the attitudes of all Moorestown voters on the major issues that faced the seventy-fourth Congress.

The original half dozen secretly lined up a volunteer army of forty young people. They pledged themselves to contribute two afternoons and evenings of their Christmas holiday to a special and secret project. Young folks signed up from both the local high school and the Friends' School, and some from colleges. Almost every church in town was represented, and two young Negroes also joined, thus making the group truly representative.

The six originators prepared and mimeographed the ballots, laid out the town into districts, lined up the forty volunteers, and prepared reports for the newspapers. Everything was done quietly in order to convince the local press of the news value of the story so that they would play up its finest points.

The strategy worked! *The Moorestown News* welcomed the article and promised the group one hun-

dred free copies to use in introducing the ballots to the voters.

Finally one afternoon, the volunteers went into action. Armed with the ballots, each worker combed his or her district of fifty homes. Late in the day, the group assembled at General Headquarters to report progress, and to swap stories of their house-to-house adventures. A lively discussion took place with regard to the way workers themselves would vote on the ballot they had distributed. Suffice to say there were as many differences of opinion as there were between husbands and wives who voted.

The following day the ballots were collected. The group found this end of the business very difficult. Some ballots came easily, but others required persuasion. Many citizens were indifferent or admittedly incapable of answering, and a few were hostile. The percentage of ballots filled out varied from zero in one district to 80 per cent in another, but it averaged close to one person in every three approached. In all, 1,300 ballots were collected.

As soon as the returns were counted, a publicity campaign was started. A group of nine went to Washington, were interviewed by their Senators, left copies of the results at the White House, and earned a letter of thanks on behalf of the President. Publicity did not end here. The project was hailed in numerous newspapers and magazines, from coast to coast.

Moorestown has declared its opinion in clear-cut fashion—in favor of a definite peace program, a Federal anti-lynching law, a central banking system, national unemployment insurance, a new Food and Drug Act, rigid liquor regulations, and large public expenditures for housing. The vote indicated a slight majority opposing the reduction of our tariff, and the immediate payment of the veterans' bonus.

The young people created a slogan for use in connection with the publicity: "What one community has done, others must do, if our Democracy is to be made to work."

Following is a sample form of the ballot used with the votes tabulated:

To Our Senator and Our Representative in the Seventy-fourth Congress:

I, the undersigned voter of Moorestown, N. J., have indicated my opinion on some of the important issues that face our new Congress.

YES NO

- | | | |
|-------|-----|---|
| 1,106 | 151 | 1. Further investigation of the munitions industry |
| 770 | 408 | 2. Joining the World Court |
| 658 | 522 | 3. Membership in the League of Nations |
| 624 | 605 | 4. Reduction of our naval and military expenditures |
| 549 | 629 | 5. Reduction of our tariff |
| 1,074 | 204 | 6. A federal anti-lynching Act to discourage lynching |
| 723 | 499 | 7. Government regulation of industry by codes, fixing minimum wages and maximum hours |
| 1,058 | 158 | 8. A central banking system to maintain a sound currency and insure deposits |
| 1,025 | 205 | 9. National unemployment insurance and old-age pensions |
| 919 | 287 | 10. Large public works expenditures for slum clearance and low rental housing |

-
- | | | | |
|-------|-----|-----|---|
| 779 | 416 | 11. | Further federal development of our water power resources under Tennessee Valley Authority |
| 577 | 639 | 12. | Immediate payment of Veteran's bonus due in 1945 |
| 1,067 | 190 | 13. | A new Food and Drug Act increasing government control over advertising as well as labels |
| 1,109 | 155 | 14. | Rigid federal regulation of liquor traffic and liquor advertising |

Pupils of the Washington Irving High School, New York City, in honor of the Bicentennial of George Washington's birth, collaborated on a historical guide book of early New York scenes and environs connected with the life of the first President.

In search of relics and information, the pupils of the civics and history departments visited museums, memorials, libraries, historical societies, parks, and private houses once honored by Washington.

Biographical data were selected with care and discrimination, for are there not at least fifty beds in which it is claimed Washington slept one memorable night? Are there not two different organizations which claim they have the very desk on which Washington signed the death warrant of Major André?

With accuracy, patience in tedious research, observation, and discrimination, chapters of the guide book were written and rewritten, pen and ink sketches rejected and revised. The result was a literary and artistic achievement. Hundreds of the printed guide books were used by New York visitors during the following years.

The guide book includes a chapter for motorists which gives detailed description of Morristown,

White Plains, Newburg, and other sites of local interest. The closing words of this chapter are:

In imagination you have been retracing parts of Washington's life, in our great city. How fine it would be if all citizens of today, both young and old, would follow his example, and really walk in his footsteps.

Sixth-grade pupils, their teacher, and a faculty member of Western Reserve University discussed together the plan of a book on local natural history for the people of Garfield Heights, Ohio.

The original plan was to have sixty different books of individual observation and research, but the students finally decided to collaborate on one book. Its four chapters were to deal with the history, geography, flora, and fauna of the locality. Information and specimens were obtained on several field trips to Garfield Park and supplemented with classroom study between trips.

The first trip accomplished little more than the formulation of a rule that no trip would be taken in the future without some definite object in view. Further, there was to be no destruction to the park. The class drew up a set of "Outdoor Good Manners" and "Penalties for Broken Rules." The rules were cautions not to destroy grass, trails, and danger signs, not to pull branches or bark off trees, strew papers, trespass on private property, build fires except in open spaces or in stoves provided for the purpose, or to

make totem poles out of trees. The pupils were to move silently on hikes so that those interested might listen for bird songs or observe wild life in its natural haunts.

After successive field trips, the book was finally written. The chapter on history includes valuable correspondence to members of the class from the descendants of President James A. Garfield. It traces the development of the city park from the time the land was bought from three farmers in 1895 to the present. Names were recorded which many living inhabitants of Garfield remember. Two pupils drew illustrations, one of the Garfield Memorial, and the other a map of Orange Township with the original Garfield estate colored in red.

The chapter on geography includes a map of North America showing the location of Garfield Heights and smaller maps of the locality, city parks, etc. A number of drawings show the rock formation and soil deposits in the park.

Special topics were assigned to individuals of the respective groups. The written reports were then worked out by the groups and usually read to the class for comment. The illustrations were done free-hand by volunteers and then mimeographed. The entire class worked on the preface. The table of contents and the index were planned last by individuals chosen by the class. Sixty-two books in all were mimeographed. Each pupil did one or two books, work-

ing after school, on holidays, but always with unflagging interest.

Explaining the difficulties and the changes that should be made in undertaking a similar project, the teacher wrote:

We experienced lack of time, lack of reference material, and difficulty in meeting course of study requirements in addition to the project work. If the work were done over, mimeographing would be begun at the start. A definite number of minimum assignments would be made for each pupil; there would be many more individual assignments. The brighter pupils would assist the slower, and thus substitute as guides for the teacher.

Copies of the book are now owned by each member of the class, by seven libraries and museums, including the Cleveland Main Library, and by a number of private individuals. The project started a fine spirit of coöperation among the pupils, parents, townspeople, and schools. It developed a growing interest in nature among the adults of the community. Parents besieged the teacher with pleas to supervise the writing of another book, and it is planned to make a study of Garfield Heights from another point of view.

Under the direction of their leader, the Girl Scout— of Torrington, Connecticut, wrote a book on local herbs and their medicinal uses.

The work was divided among thirty-five troop

members, from ten to seventeen years of age, according to each girl's interest and ability. Some collected specimens, others identified them; some conducted research of medicinal values; others studied and rewrote legendary histories of herbs. Although this project took over a year and a half to complete and required much patience, the leader did not find it necessary to urge the girls to work. When interest commenced to lag, their attention was directed to new sources of material, and the girls' enthusiasm was renewed.

Doctors, druggists, and country people helped with the task of identifying the various roots and herbs. Books on medicine and botany, and the dictionary taught the girls the Latin names and the different material uses of the plants.

The book includes a list of herbs and a glossary. The following is a typical description of one of the many plants:

The Indians were well acquainted with the medicinal qualities of this plant. They used it as a cathartic and diuretic. They valued the bindweed as an external application for hard tumors, itch, scurf, etc. #

The Embudo Day School in Dixon is one of the combined day schools and community centers in the Spanish-speaking section of northern New Mexico. The school's work includes numerous community activities, such as a 4-H Club, Adults' Literary Society,

etc. The school is the center for social gatherings, and the school library is used by the community. English is learned by the children only when they start attending school.

The children's curiosity had often been aroused concerning old buildings, rock formations, and other local realia in Dixon and the surrounding country. The teacher made a record of all such places and asked the pupils of the sixth, seventh, and eighth grades to specify the historical significance of each of these places. The children were very anxious to tell what they knew, but in too many instances the answer was, "I don't know, but my grandfather does," or "Grandmother knows."

They began to consult the older people of the town about things that had occurred in the past, and through the coöperation of teacher and pupils, a plan was evolved whereby the children's research could be recorded and a valuable contribution to local history made.

All the boys and girls of the three grades, twenty in all, worked as a committee in the preparation of the general plan. The following subjects of research were suggested: Early History, Old Superstitions, Business Life, Education, Religion, Recreation, Social Life, etc. Insofar as was practicable, the children were allowed to choose their own topics for research and writing. Each child wrote a preface of his own. These were collected, read, and with the help of every one

the best material was selected and incorporated in a preface. In this way, the editing and, in some cases, the actual writing were done collectively.

Most of the information had to be gathered outside of school hours and handed in on a definite day for the teacher's criticism. Usually the material had to be rewritten two or three times.

Several trips were made to visit places that were featured in the "Book of Local History of Dixon, New Mexico." Wherever possible, snapshots were taken, and these served as illustrations for the book which was finally assembled. Each child copied his own chapter into the book, feeling that he had a definite share in it.

There were no difficulties of an organizational character. In some instances the children were inclined to be satisfied with approximate information rather than exact data. The origin of the town's name had to be left out entirely as a result of the variety of information secured and the inability to determine the correct history. When a child obtained data on a topic assigned to another, an exchange of material took place.

After the completion of the task, the parents and those of the town's population who were interested were shown the book. The book now serves as almost the only source of reliable information on many aspects of the community's history.

Since no newspaper had ever been published in

Dixon, the work was difficult, and all information had to be secured verbally. For this reason the very early history could be but lightly touched upon. The teacher-leader of the project feels that, if the results of this undertaking are carefully preserved, they may be of value as a source of material for historical research of this and other small towns in one of the youngest regions of the United States.

Seventh-grade pupils of the Jones Junior High School of Ann Arbor, Michigan, made a survey of the recreational and cultural resources of the city to serve as a guide book for visitors.

Each pupil was asked to list all the recreational and cultural resources he knew. A questionnaire and an explanatory letter were prepared by the entire class and sent not only to places the pupils had listed but to all similar places listed in the city and telephone directories. To test the adequateness of the questionnaires the pupils visited such near-by places as the Intramural Sports Building, the Nichols Arboretum, the City Bathing Beach, Island Park, and the Municipal Golf Course. The actual work of the survey was carried on during the social-studies class period, whereas the trips were made under the supervision of the teacher both during class periods and after school hours.

Maps of Ann Arbor were obtained by the pupils from the Department of Buildings and Grounds at

the University of Michigan and used as basic maps on which to show the location of the places covered by the survey. Large scale maps were used in making a pictorial map for the guide book.

This project, designed by the seventh-grade teacher for a "slow" group of her pupils, grew until the interest and aid of the entire class was enlisted. The undertaking proved to be a stimulating experience for all the participants who became better acquainted with the city and more conscious of its pleasure spots and civic beauty. It developed in the children a keener interest in plans for the improvement of their city. The books proved to be very popular with tourists.

One of the requirements to become a First-Class Scout is the identification of trees. When the Tree Commission of Lancaster, Pennsylvania, requested that a survey of tree varieties be made for the city, the First-Class Scouts were prepared to guide the lower-rank scouts in the study of the trees.

Each troop was assigned to a section of the town, and each scout reassigned to a sub-district, to work under a Scoutmaster. There were twenty troop divisions in all, with 462 scouts, engaged in the task.

— The scouts learned the several varieties of trees used most frequently for shade. The Scoutmaster, and sometimes the property owner, who in some instances had seen his trees planted, helped to identify un-

known trees when their winter bareness made their resemblances deceptive and identification difficult. The census had to be correct for the city's permanent record.

The adult residents brought into contact with the scouts became aware that the entire city was undergoing a tree survey, and shade trees became a topic for general discussion. The idea suggested itself to property owners that more trees might be planted in the spring.

The result of the census was a large map drawn by the Tree Commission, describing and locating 9,000 trees. The map will serve as a historic record and will be used to follow up the care of the trees.

Thus through the "Civic Good Turn" a substantial monetary saving was made to the city, for it would have cost the Tree Commission about \$1,000 had they been obliged to employ tree experts to list the trees.

The principal of the McClymonds High School in the industrial section of Oakland, California, believing that a survey of the race and nationality of the student body would lead to a better understanding of the needs of the group, suggested the idea to the twelfth-grade students.

A questionnaire was drafted by a committee of four, chosen by the class, and later presented to the class for criticism. Suggestions were offered and corrections

made. The questionnaire requested information on the nationality, race, and birthplace of each student and of his parents, and the language spoken at home. After being finally approved by the principal, the questionnaire was mimeographed by the commercial department of the school.

All the students in the school filled out the answers to the questions under the supervision of members of the social-problems class. A twelfth-grade committee checked the answers, and the original group who had drafted the questionnaire made a report of their findings to the principal. All the actual work and a greater part of the planning were done by the students.

The results of the survey were of value to the faculty in understanding student problems, and in determining the best methods to use in some phases of the school's administration. The city superintendent of the Oakland schools used this information on school problems in lectures delivered to clubs and organizations.

Fifteen years ago the principal of the rural consolidated school at Whitmell, Virginia, launched a project which has continuously improved the living conditions in the community served by the school.

The school set out to survey the conditions of health, of agricultural practices, of home management practices, the conditions for social contacts, the

opportunities for cultural enrichment, etc. The survey showed certain weaknesses in the community life. These areas were selected for intensive study by the children with a view to improving the conditions. An elaboration of the fundamental pattern followed in Whitmell is contained in Chapter IX, pages 260 to 264.

One tangible result of the students' survey is the model farm-house designed by the girls in home-economics classes and constructed by the boys in their work in agriculture. The entire school coöperated in arriving at a reasonable budget for furnishing the house. Much of the equipment was made by the children. The proper care and management of a home became a part of the daily program of studies for all pupils. The carry-over from this practice in the model house to the improvement in the homes of the community is very noticeable.

A survey of juvenile delinquency was undertaken by 300 young people, students of the Benson High School, in Omaha, Nebraska, as an extracurricular activity. Participants ranged in age from fourteen to eighteen years. Questionnaires were printed covering such topics as causes of delinquency, types of child offenders, definition of a delinquent child, remedial work, and recent findings on the subject. A separate group of children dealt with each phase of the survey.

These questionnaires were mailed to forty-six in-

stitutions in Omaha, including grade, high, industrial, and parochial schools; community centers, convents, Boy and Girl Scout Headquarters, juvenile courts, and state institutions. The answers were tabulated, and conclusions drawn which were of great aid to officials and organizations.

The Boy Scouts have always been active in a movement to preserve the nation's wild life. For twenty-six years, the scouts have worked faithfully to preserve and befriend the life of forest, field, and stream. To birds, particularly, scouts have been of great service. Each spring thousands of houses are built and set up for feathered tenants. In the winter another type of aid is given. When cold weather grips a great northern belt of our nation, scouts provide food for the birds who would otherwise perish in large numbers.

This bird-conservation work is general, but a few illustrations will show how the projects are carried out. In Ravenna, Ohio, scouts are designated as the official guardians of the bird sanctuary. When the scouts go regularly to replenish the food supply, the birds flock to the boys, evidently recognizing the uniforms. Not until recently have wild ducks been known to winter in this area, but now they are seen at that season of the year—attracted, no doubt, by the wild rice which scouts have planted for their benefit.

Another example of a similar type of scout project

comes from Ontagamie County, Wisconsin. Scouts working under the supervision of the Game Protective Association set up feed hoppers, each one large enough to hold a bushel of grain that drops in small quantities automatically into the feeding troughs. As the birds' natural source of supply begins to be scarce, the hoppers are filled regularly by the scouts. Thousands of birds of many varieties spend the entire year in this vicinity.

Similarly, in Buttonwood, Pennsylvania a considerable quantity of food is used in this seasonal activity. More than 375 pounds of bird feed were distributed last year in near-by mountains. The scouts are authorized in Schenectady, New York, by the Park commissioners to provide bird houses and feeding stations, and to plant berry-bearing shrubs as a source of food for winter birds.

In coöperation with game wardens, forestry officials, Izaak Walton Leagues, or other agencies, similar work is conducted in almost every state in the Union. A great conservation in wild life is the direct outcome of these projects.

In South Dakota the Young Citizen's League is carrying out a state-wide project in the conservation of wild life. The Young Citizen's League consists of most of the school population in the state, and it has recently planned to form similar groups throughout the nation.

The official newspaper, *The Young Citizen*, published through the office of the State Superintendent of Schools, carries the continuous story of the plans and progress of the state project to all the school children. From this source, it is found that the spring state conference of the leaders of the Y.C.L. met to consider what project should be selected for the following school year. The state secretary presented a list of proposed projects collected from the local clubs. Last May, the conference unanimously chose to concentrate on the preservation of wild life in the state and organized a contest of essay reports to be written by the children on the conservation theme. These essays might suggest useful projects to be carried through, or might report projects which had actually been carried out in the school. Photographs were to accompany the reports wherever possible. Each project report is to be sent to the county school superintendent who will select the three best reports and send them to the state office. Selection will be made from this material and compiled in a book as the culminating activity of the Y.C.L. for the year 1935-1936.

The list of projects suggested to the clubs for consideration is rich in potential benefit to the community:

1. Making a survey of wild life in the community
2. Planting trees and shrubs along streams

3. Protecting and planting wild flowers by making a wild flower garden
4. Getting acquainted with or protecting some bird or animal
5. Seeking correct information on birds and animals that are helpful rather than harmful
6. Developing bird and animal refuges, feeding in winter
7. Locating and saving pheasant's nests when cutting hay or alfalfa
8. Saving nesting material
9. Protecting game and song birds from cats
10. Bird houses and planning bird-house exhibits
11. Protection of fish
12. Planting wild shrubs and trees
13. Rearing of game birds
14. Organizing a coyote and rabbit hunt
15. Educational exhibits for store windows
16. Making a collection of (a) woods, (b) insects, (c) flowers, (d) seeds, or (e) leaves
17. Studying some plant, raising it, its uses, etc.
18. Study of some weed in the community
19. Poisonous plants
20. Poisonous animals, such as rattle snakes, etc.
21. Coöperating with game officials to educate community on game laws
22. Fire prevention and elimination of fire hazards, creating a sentiment in the community against unnecessary fires

The Young Citizen has carried in each issue such significant information as the names of the game wardens in each community, the names of books for reference on conservation, reports on achievements from over the state, etc. The following is republished from this newspaper:

One very commendable plan of work sent in by the Dixon Handicraft Club under the leadership of Elmer Rosser, Gregory County, is as follows: "The club's part in the conservation of wild life is the making of a waterfowl refuge at the Dixon dam. The dam is a relief project and when full of water will cover an area of about 125 acres. The water will be fenced. The club expects to plant trees and some suitable water grass and plants that will provide food and cover for waterfowl. They will also try to get a few live decoys to attract wild geese and ducks to the water, and see that it is stocked with fish. Signs will be posted to prevent hunting at all times, as well as fishing out of season. This is not individual work but the club as a whole."

The 4-H Clubs in South Dakota are coöperating with the Y.C.L. in this conservation project and have distributed booklets to schools giving valuable information on the organization and execution of projects by the children.

These examples prove how simply these survey projects are originated, how dynamically they move along and gather momentum. The stimulation and education to those who participate is enormous. Certainly the value to the community and state is self-evident. It is not surprising that the number of such socially-useful projects is increasing rapidly. It is surprising that in a country so vast, so rich in historic fact and lore, and so abundant in resources to survey and protect, that examples of this type of social service have not been more numerous in the past.



CHAPTER VIII

YOUTH IN FOREIGN COUNTRIES CON- TRIBUTES TO SOCIALLY-USEFUL WORK

WE hear a great deal about youth movements in foreign countries, and some detailed descriptions of the projects undertaken by these youth are printed from time to time in our newspapers. But the organization, purposes, and activities of these groups are unfamiliar to most of us because the basic materials have not been translated into the English language. Some projects of the youth movement in foreign countries have already been reported in earlier chapters. The projects reported in this chapter are summaries made after translating scores of original documents written in foreign tongues.

Many of these youth movements cannot be under-

stood without a knowledge of the national aspirations of the adults in control of the government. Many of these reports concern youth living in dictatorships where authority and direction come from the center to the periphery. The projects are not planned by youth in terms of the local community's problem, but are imposed by state authority, and youth must follow the command.

Obviously not all of the projects reported in the present chapter belong to this disciplinary type. For instance, the work of the children and youth in cementing international good will is generally free from this authoritarian practice.

The Junior Red Cross, with a membership of 14,000,000 boys and girls scattered all over the world, offers a potent example of united youth effort. The purpose of the association is embodied in the following statement:

We believe in service for others, in health of mind and body to fit us for better service, and in world-wide friendship. We will help to make the work of the Junior Red Cross successful in school and community, and will work together with the Juniors everywhere in our own and other lands.

On World Good Will Day, May 18th, the Junior Red Cross is in charge of a world-wide broadcast. The following is a message that American boys and girls sent out on the air:

Friends of other lands, the American Junior Red Cross greets you! Because of the oneness of the purpose of the organization, a sense of brotherhood has been established in the hearts of its members. For, no matter what nationality, or color of skin, "it is not flesh and blood, but heart that makes brothers."

Young America voices the opinion that the Junior Red Cross is a splendid channel through which fresh ambition and energy may be gained to help make this world of ours the place we would have it be—abounding with harmony and good will.

In the youth of today lies the peace of tomorrow. This is the supreme challenge to every young person. Not until we have achieved a complete understanding among the many nations of the world can we consider our work complete.

When we have helped to overcome any differences and prejudices among our nations, we will have helped to accomplish international friendship, our greatest desire. As soon as a sense of unity and brotherhood is achieved, complete international friendship will be a reality.

We hope that this good-will hour may tend to strengthen these bonds of mutual understanding.

The Junior Red Cross encourages personal contacts among the boys and girls of the world through correspondence. The elementary grades of the Washington School, in Tulsa, Oklahoma, undertook a project which will serve as an example of activity in this line. These children under the guidance of the Junior Red Cross prepared portfolios containing descriptions and pictures of the nation, the state, the city, and their school. A picture of the President, a silk American flag, and a letter telling of world interdependence

and expressing this nation's desire and efforts for world peace were also included.

After covering the portfolio attractively, the children forwarded the book to the school children of Tokyo, as a gesture of friendship. In response, the Tulsa children received a portfolio and two beautiful pieces of woodwork from Japan. Encouraged by this, the youngsters extended their work to other nations and, to date, have received more than twenty portfolios in return for their efforts.

The friendship of children living in every quarter of the globe will lead to better international understanding in the future. This is a firm foundation upon which to build world peace.

The Junior Caravan is another organization which encourages the international understanding and friendship of youth. Their slogan, "The Caravan Knows No Frontier," indicates the scope of their program. They plan to accomplish their aims through the medium of correspondence, the exchange of small gifts such as postage stamps, picture cards, dolls, children's journals, books, poems, stories, songs, photographs, and other objects of interest to the juvenile mind and eye.

The "Mouvement de la Jeunesse Suisse Romande" (Youth Movement of French Switzerland) is an association of young people from thirteen to twenty-

five years of age which has been formed "to aid all children in need regardless of political, religious, or racial differences, and to create a bond of universal friendship and mutual coöperation."

It was founded in 1920 when a group of high-school students in Lausanne, aroused by reports of famine and distress among their contemporaries in post-war Central and Eastern Europe, appealed to the children of Switzerland to aid in alleviating these conditions. The response was widespread. Committees were formed, and a central bureau was organized in Geneva. Relief measures were undertaken with the co-operation of the International Union for Children's Aid under the auspices of the Red Cross.

Funds were raised through collections, bazaars, and entertainments. Within a short time many undernourished Austrian and French children were transported from their homelands for vacations in Switzerland. Soon funds were available to open three relief kitchens in Russia, and one relief kitchen and a sanitarium in Germany. Thirty carloads of food and clothing were shipped to Russia and Albania, and clothing and a fund of 300,000 francs went to the children of the devastated regions of France and the Baltic states.

In 1924, the movement transferred its activity to home territory, where it still thrives. Here, the first step was to encourage individuals and groups to adopt needy families and undernourished children threat-

ened with tuberculosis. In localities with home chapters, where prospective foster parents know their future charges, adoption arrangements are simple. Other children are adopted by the "mail order" system, through photographs filed with the Central Bureau of the M.J.S.R. These pictures are sent to prospective "parents," together with a case history. Adoptions are for a period of three, six, or twelve months during which time the "parent" sends ten to twenty francs a month to the Central Bureau for the support of the adopted child. The foster parents often correspond with their wards, taking a direct and personal interest in them.

Every year, local chapters hold Christmas celebrations for adopted families and children, and gifts are distributed. Over a thousand such packages containing clothing, toys, and candy are presented annually. In Geneva and Lausanne, this celebration is preceded by another for more fortunate children. With their invitation to the celebration, they receive a small bag which they fill with saved pennies and place, together with gift toys, in the big Santa Claus bag under the lighted Christmas tree.

In 1926, a long cherished dream of the M.J.R.S. became a reality. Through the generosity of a building contractor, the association was enabled to erect a vacation home in the forests of the Jura Mountains, to which they could send "their children" for badly needed vacations. Members put the house in shape

for occupancy. They christened it the "Moon," and in July of the following year opened it to their young charges. Each vacation period is under the supervision of a different volunteer older member of the M.J.S.R. who is assisted by volunteer younger members. The only paid helper in the "Moon" is the cook. From twenty to thirty youngsters may be accommodated at one time; they are chosen by the various local chapters which also defray the cost of the vacation—two and a half francs per child per day. In case of a deficit, the difference is made up by the Central Bureau.

Another socially-useful project of the M.J.S.R. is the circulation of cradles. Cradles and also complete layettes are placed at the disposal of needy expectant mothers. The layette remains each mother's property, but the cradle must be returned after a year. Reconditioning these cradles and preparing the layettes keep local chapters of the M.J.S.R. quite busy. During 1923 and 1925, many cradles were sent to needy mothers in foreign lands.

Weekly, the girls of the local chapters gather from fifty to one hundred neighborhood children and entertain them with games and walks. This keeps the youngsters from playing in the streets while their mothers are at work. Before going home, the ~~children~~ children are served a light lunch.

The Geneva chapter of the M.J.S.R. has also

founded a sanitarium for the preventive treatment of tuberculosis. Here children of tuberculous parents are sent. This is an autonomous institution supervised by a board whose members are mostly physicians. The participation of the young M.J.S.R. members consists of raising funds necessary for the operation of a sanitarium.

To conduct socially-useful work, it is at times necessary to raise funds before proceeding. Therefore, novel suggestions are offered as to how funds can be raised. The M.J.S.R. youngsters are given free rein in their procedure. They have devised many original ideas. One is the "Penny Line" which is conducted by various chapters at different times of the year, such as the Christmas Penny at Lausanne, the New Year's Penny at Geneva, the Easter Penny at La Chaux-de-Fonds. The "Penny Line" consists of a chalk line several yards long, drawn on the sidewalk of one or several business streets. Passers-by are requested by shouts, jokes, or bugle signals to place money on the line. Charts and photographs laid along the line show the aims and achievements of the M.J.S.R. At the end of the day, the money is brushed together and counted. Returns are pure profit, as not a penny is deducted for expenses.

At important public fairs and shows, the children erect giant scales of wood. On one scale rests a cradle with a layette and a celluloid baby. M.J.S.R. workers

ask all comers to toss coins in the empty scale to outweigh the burden held by the other side.

These youngsters make their greatest efforts in preparation for their star performance—the yearly “Hunger Day” which is observed all over French Switzerland. Prior to the event, members see that every household has a copy of their pamphlet which outlines the charitable purpose of the day. The request is then made that each family observe the occasion by reducing its usual expense for the day in some manner and sending the difference to the Central Bureau. M.J.S.R. members observe the occasion solemnly. They gather in their club rooms and partake of a simple meal of soup and bread.

The distribution of the money collected lies entirely in the hands of the Central Bureau. The major part of it is used to feed school children in localities which are particularly effected by unemployment. Another portion is spent to pay for vacations of children of the unemployed at the “Moon,” and the remainder goes to various adult associations carrying on work along the same lines as the M.J.S.R. Although need is great in Switzerland, the original purpose of this organization has not been forgotten and a portion of the money collected on “Hunger Day” goes to needy children abroad.

The Swiss children have used their imaginations and lifted the usually dull, thankless routine of collecting

money for charitable purposes to another plane. They have made a game of giving, working on the theory that if the people are met with a smile, they will give more generously.

Although a youth organization, the M.J.S.R. is particularly well organized. The highest authority lies in the General Assembly which meets periodically and is composed of delegates from the local chapters. The Central Committee, which has its permanent seat at Lausanne and exercises the executive power, is composed of members of the Central Bureau, the chairman of the Central Commissions, and the Cantonal Delegates. The Central Bureau, consisting of a President, Vice-President, Treasurer, and Secretary, administers the central affairs, organizes the national campaigns, and supervises and coördinates the work of the local chapters. Local chapters are free in the administration of their affairs, but the chairmen are responsible to the Central Committee and the General Assembly. At the end of each year, the books of the M.J.S.R. are audited by the Red Cross.

The idea of socially-useful work by school children and adolescents is almost unknown in Belgium. Occasionally a school will make toys or collect money and clothing for poor children, or bring flowers and give some entertainment in hospital wards or in homes for the aged and the invalided. But all these activities

are stressed as the practice of the virtue of charity, rather than considered as constructive contributions to the life and welfare of the community.

A few educators are aware of the shortcomings of this type of work and seek to win authorities and bodies of educators for a more constructive conception of socially-useful work, but up to the present their efforts have not met with any widespread response.

La Jeunesse Ouvrière Chretienne of Belgium is an organization numbering 80,000 young Catholic workers from fourteen to twenty-five years of age. Boys and girls are grouped separately. The movement is directed by a Catholic cleric, although the management is in young hands. The object of the J.O.C. is the promotion of intellectual and physical welfare of workers. The depression has intensified their problems. Lectures are arranged and books furnished for the intellectual development of members.

To combat adverse physical conditions, the J.O.C. has arranged sport activities. Its workers have made surveys of working, safety, and hygienic conditions in the factories and mines. They have found that the depression has caused longer hours, speed-ups, and retrenchments in the mines, with resulting conditions that are often unsafe to the workers. Unemployment has forced many young people into part-time jobs, doing unfamiliar work, with consequent danger to themselves. J.O.C. members teach workers accident prevention. They conduct campaigns to enlighten the public

as to conditions and urge passage of legislative reforms.

Another service conducted by the J.O.C. is one of aid and encouragement for all unemployed. Young people are more likely to be discouraged than older, more experienced men and women. The J.O.C. is very active in attempting to relieve both mental and physical distress with encouragement and gifts of clothing, money, and meals. J.O.C. members report openings in their own shops to headquarters. They arouse public interest in the situation through publications, posters, and personal talks.

La Jeunesse Ouvrière Chretienne has sister chapters in France, Switzerland, Belgian Congo, Holland, Spain, Portugal, Czecho-Slovakia, Colombia, and Canada. All have joined with the International Federation of Christian Labor Unions in an "Appeal to Geneva," a petition signed by the unemployed young in all countries, asking the International Labor Conference sitting in Geneva to intervene with all national governments participating in the Conference for energetic steps to help the unemployed. This petition describes the conditions of the unemployed as leading to the reduction of professional and skilled capacity and the lowering of morale. To relieve the situation, the appeal urges the International Labor Bureau to sponsor the regulation of the work of married women, reduction of working hours, increased pay, the lowering of the age limit for worker's pension, and the raising of the school-leaving age.

Out of the desire to help needy children grew a project of social aid in Cardenas, Cuba. An old Spanish fort stands in the center of the town around which a community of poor and illiterate people is living. The girls of a neighboring school, "La Progresiva," led by an enthusiastic student determined to better the conditions in the poverty-stricken area. Each of ten girls adopted a child to whom she would play Santa Claus. The child and its family were visited and presented with a package of clothing made, for the most part, by the girls themselves. Toys and candy were brought to the home of the leader of the project, and the girls gave the children a Christmas party. In the spring, when the leader was graduated, the project was enlarged. She gathered around her a group of children who could neither read nor write and, with the assistance of older students of the school, attempted to educate them.

The following year, the growth of the little day school necessitated the building of a community center, and friends of "La Progresiva" responded with aid and a collection. The community itself was called upon and, in spite of poverty, contributed stone, lumber, lime, sand, and labor. The oldest man in the neighborhood contributed the first fifty cents for stone. When the building was finally completed, he came and cleaned it thoroughly. After the people had done all they could to aid, the Board of Presbyterian Missions came to the rescue and completed the building.

Another graduate of "La Progressiva" was added to the faculty of the school and volunteered to teach plain sewing, knitting, hair-cutting, singing, and story-telling, in afternoon classes. The boys were gathered together at night for work that was interesting and instructive to them. A Mothers' Club was started.

Young doctors and lawyers, alumni of "La Progressiva," were called into service for lectures on civic problems and hygiene. The sympathetic owner of a large milk plant near-by, provided a half-pint of milk for each child every morning.

This project of community service has survived five years. A few of the original workers still remain. Many are replaced annually with seniors from "La Progressiva." The school is an experimental station where students receive practical training for life. Year by year the work has broadened in scope. Observers of the activity sum up community benefits as follows:

1. Better streets and more efficient lighting systems for the community have been obtained from town authorities.
2. The sanitary department has been induced to gather the garbage daily.
3. A good primary school has been acquired where previously there had been no educational facilities.
4. A fine group of young men and women have been developed out of the shabby youngsters first taken into the school. Recognized leaders are among them.
5. A Sunday school has been opened and is regularly attended by the young people of the community.

Many observers believe that school children are bringing order out of Mexico's chaos. The problem is a national one. The Agrarian Revolution of 1910 left Mexico a country of rival factions, a people devoid of national consciousness. This condition helped to make the Mexican Indians, constituting 90 per cent of the population, an easy prey to religious fanaticism and exploiting capitalistic interests.

The Indians were ignorant of the aims of the new revolutionary government whose main object is their economic and social emancipation, and their incorporation into the new national life. To combat this condition the government decided to enter the homes of the Indians through the school children. The effort has been accompanied by success in some instances, and tragedy in others. The grafting of new ideas on almost any people is usually a difficult problem. On the one hand, we hear of the murder of teachers by irate parents who are led to believe that teachers of the new ideas are dragging their children down to perdition. On the other hand, we hear reports of excellent work done. The following is an excerpt from the report of a successful teacher:

The Nahuatl Indians, living in the Huejutla region of the State of Hidalgo, have been neglected for centuries. They have been a prey, first to the *conquistadores*, by whom they were subjugated, and then by the landholders who became owners of large tracts of land for the exploitation of which they created a kind of serfdom

similar to that of the Middle Ages. To correct the injustices and exploitations to which they were subjected under the system, the teacher and pupils of the federal rural school of Huejutla started a vigorous campaign that has brought splendid results.

First the Indians were visited in their own homes, and the social program of the public school was made clear to them by the rural teacher. Then a series of lectures on ~~the~~ rights of citizens under the new Constitution were given them by the teacher or other prominent speakers whose talks all citizens were urged to attend. During these gatherings, pupils presented plays and dramas depicting the sufferings under the old regime, and the purpose and the work of the Agrarian Revolution of 1910, pointing out the value of the individual in the new democracy. At the end of this series of lectures, the adults and children marched through the streets demonstrating and carrying signs demanding fair treatment by the capitalistic group. Finally, to obtain redress, whenever necessary, they were advised to make use of the courts of justice.

As a result of this united campaign of students and teachers, the community began to repudiate all the unjust land contracts which they had been forced to accept, and emphatically refused to work for those who would not pay them their legal wages. As the opposition grew powerful and dangerous, the support of the federal authorities became more evident and effective.

Thus, by the devotion of our youth to the best interests of the community, the Indians learned to trust us and became our friends and collaborators in the work of their social and economic emancipation. They helped in the construction of school buildings at Los Pilas, Cojolite, Teacal, Huitzitzilingo, Tecoloco Calpan, and other towns. They are building their houses after the model of the Teacher's house.

Socially-useful activity conducted by children and youth in Russia is also under the guidance and inspiration of the government. In the U.S.S.R., children usually do not of their own accord attack civic problems; they are instructed to undertake specific projects by the governmental agencies. Such agencies are the Commissariat of Public Education, the Central Committee of the All-Union Communist Party, and the Central Committee of the All-Union Lenin's Communist Youth Union of the Comsomol, the last having a special Central Bureau of Children's Communist Organization of Lenin, or the Pioneers, already referred to in a previous chapter.

Every youth in Russia between the ages of fourteen and twenty-three who is willing to abide by the laws *of the Comsomol and to pay dues, is eligible for membership.* The best members of the Comsomol are accepted in the Communist party, and all young people work with this party membership as their goal. If a member of the Comsomol is a hired worker, he is required to be an active member of a trade union. A rural member of the Comsomol must aid in organizing and become a member of the "Colhoz" or Collective farm.

The children's organization of Young Pioneers is attached to the Comsomol under whose leadership it operates. Comsomol members are required to help the Pioneers in their participation in the Soviet organization. Pioneers are divided into three classifica-

tions. The Senior Link is composed of boys and girls between fourteen and sixteen; the Intermediate, between twelve and fourteen; and the Juniors range from ten to twelve years of age.

Every accepted Pioneer takes the following solemn pledge: ‘

‘ I, young Pioneer of the U.S.S.R., solemnly swear in front of my comrades that, first, I’ll stand strongly for the cause of the working class in its struggle for liberation of toilers of the whole world; and second, that, honestly and unbendingly I shall carry out the testament of Il’ych [Lenin]—laws of the Young Pioneers.

Attached to the Pioneers, as the Pioneers in turn are attached to the Comsomol, are the young Octobrists. A company or troop of Pioneers may organize a Link of Octobrists (Oktiabrista) from children in their neighborhood who are from seven to ten years of age. Each Link is composed of seven to ten members. It is headed by a Pioneer appointed by the Company’s Council, and one of the Octobrists is made his assistant. The leader of the Link is an ex-officio member of the Company’s Council.

Activity conducted by the Comsomol itself is extensive; that done by the Octobrists is merely preparatory, but for the purpose of this volume, the work of the Pioneers is most appropriate for review. Many of their activities have already been discussed in other chapters, especially the chapter on agriculture. This present discussion will cover other endeavors. One project undertaken by these children and youth is

their campaign against illiteracy. School inspires the children to pass on to the ignorant the knowledge they have gained. The report of one young Pioneer is revealing.

After listening to a lecture in school in connection with the eradication of illiteracy, I decided to eradicate the illiteracy of my mother and began to explain to her the advantages of science. In the beginning, all my attempts were fruitless, and she often cursed me. You can imagine how happy I was when one day she told me that I might teach her in all my free time. From then on, I studied with her almost every day, and now she can read slowly, knows all the written letters and even is able to write several words.

One school in the city of Rostov-Upon-Don decided to teach 2,000 uneducated adults in the course of one year, wiping out illiteracy on their collective farm. Students of two other schools formed into groups and competed with each other in their efforts to educate their neighbors.

The Seven-Year School of the village of Alexandrovka resolved to do likewise in their community. Eleven pupils volunteered to conduct the work. Each youth took a group of twenty-five adults whom, within a period of three months, he taught to read, write, and count.

In Bejista of the Briansk region, the students were fortunate enough to have a large library at their disposal, but "forgetful" borrowers were gradually diminishing its usefulness. Armed with addresses from the

library, Pioneers conducted a campaign to "return books," and the offenders placed 315 books back on the shelves.

Another school in this district concentrated its efforts on street-car workers, endeavoring to educate them. Still another school took the inhabitants of the Novo-Kuznetsk village as their instructional problem. As a result of this work, the people have been given a fair start in their education.

The Pioneers have organized a nation-wide radio project. They aim to install 75,000 radio receiving sets in the villages of the U.S.S.R. each year. They plan to install radios and loud speakers in every school, club, Red Corner, and in many workers' homes. Every Pioneer Company, every Link, every Children's Radio Circle, and every radio amateur is to coöperate in this endeavor.

Perhaps with the exception of the U.S.S.R., coöperative societies formed by school children are more active in France than in other countries. Many of these endeavors are directed toward the beautification of the school and grounds and the enrichment of the school facilities, whereas others go beyond the school walls and render service of benefit to the community.

In the schools, pupils build equipment and install it. Their school museums of natural history are supplied with plants and insects collected by them. Student groups have decorated school walls with pictures

and murals, and planted flowers and vines on school grounds. They have pooled money to buy instruments and supplies for laboratory and infirmary. They often raise money for relief purposes. The children have promoted a national organization, known as the "Oeuvre des Pupilles de l'Ecole Publique," or the Wards of the Public School, which they support. These needy children are given clothing, warm meals, and rests in vacation colonies, or in the sanitarium of the organization. If coöperatives have not sufficient funds to carry out their programs, they may obtain subsidies from the state upon submission of their statutes and budgets, supported by the recommendation of the district school inspector.

For sources of income they depend upon the proceeds of theatrical performances, the returns from the collection of scrap metal, medicinal herbs, wild fruits and berries, the fabrication of small wooden objects of use, the caning of chairs, and the sale of vegetables and flowers which the children have grown in the school garden, or of chickens and rabbits raised by them on a coöperative plan. Some school coöperatives are engaged in agriculture, and the movement has spread into the French colony of Algeria where about twenty schools have started the cultivation of silk worms in order to gain revenue for their socially-useful projects.

So widespread are the activities of the school co-operatives that the establishment of a Central Office, with headquarters at the Musée Pédagogique, in Paris,

has been found necessary. Three papers, *Ecole Coöperative*, *Coopérateur Scolaire*, and *Gerbe* are either entirely, or principally, printed and edited by the members of the school coöperatives.

The Forestry and Pasturage Coöperatives which have been particularly active in the Department of Ain, in the Jura Mountains, are especially interesting. Their aim is to maintain a rational balance between pasture and wooded land. Poor pasture land is planted with trees; land which would give better pasturage is improved. All except the very heavy work is done by children. Hired laborers, paid from the contributions of adults interested in the work, undertake the felling of trees and the charring and pulling of stumps. Every school engaged in this work is under the supervision of a committee composed of the district school inspector, a representative of the Bureau of Forests and Waterways, and the Mayor.

The first coöperative of this type was founded in 1898. In 1908, the existing coöperatives united in a federation which now embraces fifty-seven units and more than 2,600 members. There is a Central Bureau which aids with technical advice, subsidies and loans, and in the coöperative buying of supplies for the local groups. Incidentally, subsidies granted by the state for this purpose are appropriated from the returns of the gambling tax.

This excellent work attracted a great deal of atten-

tion. In 1909, the city of Nantua gave the federation its first tree nursery, which was soon followed by another presented by the city of Treffort. Today, the federation owns four tree nurseries and distributes 800,000 evergreen saplings and 20,000 fruit tree shoots annually.

These activities have brought a measure of prosperity to the regions in which they are promoted. The progressive development of one typical town is offered as an example. In 1900, its budgetary revenue was 4,500 francs. The *commune* owned about five acres of wooded land and about 1,000 acres of poor pasture land. In 1905, the principal of the local school founded a forestry coöperative, and by the outbreak of the war in 1914, forty acres of forest had been developed from unproductive pasture land by the planting of 45,000 evergreens. From 1910-1920, about forty additional acres of poor pasture land were cleared of brush and improved. Today, the sale of faggots produces a yearly income of 4,000 francs. In ten more years, the *commune* will own a forest of full-grown timber which will have cost nothing but energy and has already added 70,000 francs to the village treasury.

A summary of the achievements of the federation of the School Pasturage and Forestry Coöperative and of the Friends of the Trees of the Department of Ain follows:

1. Reforestation of 3,645 acres by the planting of 4,974,822 trees

2. Improvement of 210 acres of pasture land
3. Grafting of 33,000 apple and pear trees
4. Transplanting of 43,000 more fruit trees
5. Planting of 9,355 nut trees and of 5,000 ornamental and shade trees along highways and on public squares
6. Reestablishing the Department of Ain as a fruit-growing district which is now sending fruit by the car-load to the markets of Paris

The socially-useful work of youth in Germany constitutes only a part of the comprehensive government program.

Much that is done by the State for youth is naturally of genuine value. But the attending circumstances are such that many observers feel that in the long run the good effects may be nullified. There is only one will and one initiative: that of the State. In present-day Germany some educators realize the menace of this authoritarianism, but they are isolated figures, and their counsel goes unheeded.

"Projects of social value," as that term is defined for this book, are only undertaken if they fit into the total government program.

The organization created for the centralization and coördination of all youth activities in Germany is the Hitler Jugend (Hitler Youth) which, since the accession of the National Socialist Party to power, has absorbed almost all existent youth organizations. Some of the Catholic youth organizations have managed to preserve a measure of independence, but it is doubtful if they will not finally have to succumb to the pres-

sure brought to bear upon them by the State. With the mandatory dissolution of many youth organizations, their property, consisting of funds, club-houses, youth hostels, sport fields and equipment, was confiscated and handed over to the Hitler Jugend which thus has been enabled to offer youth everything that makes membership attractive. Membership is, of course, not compulsory. But to exclude oneself from anything that is sponsored by the State is neither good policy nor discreet in Germany—or Italy, or Russia.

The Hitler Jugend consists of the Hitler Jugend (boys) proper, the Bund Deutscher Mädel (German Girls' Union), whose members range from fourteen to eighteen years of age, and their junior organizations: Jungvolk (Young Folks, boys) and Jungmädel (Young Girls) with an age range of from ten to fourteen years.

The organization is headed by the Reichsjugendführer (Reich Youth Leader), Baldur von Schirach, who has been the head of the Department for Youth Affairs of the National Socialist Party for several years. The superior, regional officers are appointed party members.

The program of the Hitler Jugend provides for the progressive elimination of outside appointees and the appointment of grown-up Hitler Jugend members to these posts, so as to give it the character of a youth movement. For this purpose training courses have been established for promising leader material.

Thus the Hitler Jugend is more than merely an or-

ganization embracing, or endeavoring to embrace, the whole of German youth. It is actually a semi-official government institution which not only directs and supervises the activities of youth, but which also fulfills the functions of a "Department of Youth." It deals, alone or in coöperation with other government departments, with all questions relating to youth.

The Social Bureau is the office of the Hitler Jugend which has been created to take care of the special needs of youth, such as health education and supervision, welfare, vocational training and guidance, special legislation, and the labor services: Arbeitsdienst (Labor Service) and Landdienst (Agricultural Service). Other projects, like Landhilfe (Agricultural Assistance) and Landjahr (Year in the Country) are, although organized by other agencies, under the influence of the Hitler Jugend.

Under the heading of "Health" falls the keeping of health records of the school population and young workers in stores, shops, and factories. This work is conducted under the supervision of the medical functionaries of the Hitler Jugend. It also devolves upon the social bureau to look after the well-being of apprentices living with their masters, to secure sufficient time off for supplementary vocational training, and to see that the apprentices are not worked beyond the legal hours. In order to promote good workmanship, the Hitler Jugend organizes vocational contacts.

Health supervision is carried on by determining, on

a physiological basis, the individual maximum performances for every age level, and these must not be exceeded in athletic training.

Closely connected with the health program is the placing of underprivileged children in well-to-do homes in cities and in the country, for periods of varying length. The Hitler Jugend canvasses homes to find such places and watches over the well-being of the children while they are with their hosts. In addition to this, the local Hitler Jugend groups escort these children every week to their meeting places for entertainments, singing, and for speeches aiming to cultivate National Socialist feeling and, what is called *race consciousness*.

All branches of the Hitler Jugend participate also in the numerous drives to collect money for the unemployed.

The Prussian Ministry of Education is charged with the organization of the Landjahr (Year in the Country), but actual supervision is in the hands of the Hitler Jugend. The attendance of the Landjahr is compulsory for all city children graduated from school at the age of fourteen. It is somewhat of a ninth school year, devoted entirely to political education and physical conditioning. In groups of from 30 to 120 boys or girls, the children live in vacation homes in the country, which are headed by older members of the Hitler Jugend and the German Girls' Union. These supervisors have previously attended a ten-weeks'

course to fit them for this position. Their course seeks to develop the ability to inculcate the ideas of the National Socialist Party into the minds of the children.

In addition to athletics, the boys do light work on the surrounding farms, and the girls are trained in handicrafts and participate in the educational and cultural activities of the neighboring villages.

At the present time, great importance is attached to the Landdienst. This Agricultural Service is the outgrowth of a youth movement of non-political character, antedating the accession of the National Socialist Party. Groups of young people used to work on farms in the eastern part of Germany during their summer vacations. They would pay their own travel expenses and receive for their work no other material compensation than their room and board on the farm. The various groups would remain in contact with one another, take common hikes on Sundays, thus preserving their identity as a large movement. They participated in the village life and entertained the village people with singing and, occasionally, with theatrical performances.

This charm of a free movement has disappeared in the new form in which the Landdienst has been officially reorganized and continued under the auspices of the Social Bureau. Now the members of the Landdienst are recruited by older Hitler Jugend members from among the unemployed between the ages of six-

teen and twenty-one years. In groups of from five to twenty-five men, they are assigned to larger farm estates which could use an additional labor force. The conditions for receiving this help are that the owner does not reduce the number of laborers he regularly employs on his farm, and that his political views are in line with those of the National Socialist Party.

The relations of the Landdienst workers to their employer are regulated by a labor contract which provides also for pay on the local wage scale. In some form, part of this labor cost is reimbursed to the employer by the authorities.

The workers are quartered together, after a local Hitler Jugend leader has inspected the premises and pronounced them acceptable. If their number exceeds eight, they establish their own household, and a girl of the Landdienst is assigned to do the housework for the group. The groups are headed by a Hitler Jugend member, through whom they receive their pay and who has the power to discharge his men. The leader also directs the group recreational program which is planned to develop National Socialist spirit.

Sometimes such groups are headed by a member of the Artam Bund. This organization, which also carried out the idea of the Landdienst before it came under government supervision, has the slogan which may be expressed in these words: "Away from civilization, back to the soil!" They call themselves "Custodians of the Soil." As a National Socialist organization, they

preserved their independence although, officially, they are affiliated with the Hitler Jugend.

Girls in the Landdienst are the exception. If interested in agriculture, they may join agricultural training camps where, although they do actual work, they receive no pay.

Similar to the Landdienst is the Landhilfe (Agricultural Assistance). In the latter, any unemployed boy or man between fourteen and thirty years of age may enroll. As a rule, individuals, instead of groups, will be placed as additional workers on small farms. This is a project to settle urban workers in the country. The wages of the Landhilfe workers are below the local wage scale, because these small farmers usually cannot assume the additional financial burden. As a further encouragement to take such workers, the government grants monthly subsidies to farmers employing Landhilfe men.

Landhilfe is somewhat outside the sphere of the Hitler Jugend. The latter confines itself to an older brother attitude. The local Hitler Jugend leader will see to it that the Landhilfe men in his locality are well treated and that the farmer complies with the rule that he will teach his man everything about farming. If any Landhilfe worker shows particular aptitude for agriculture, the Hitler Jugend is to help him to an opportunity to attend higher agricultural training schools.

Behind both the Landdienst and the Landhilfe are

considerations of an economic and political nature. For the latter, it is not much more than a subsistence job, but the State is thus able to decrease its relief rolls and, at the same time, help the farmers.

Inasmuch as an increase of the present acreage of arable land is imperative, reclamation of marshland must be resorted to. This task of reclamation falls to the Arbeitsdienst (Labor Service). Originally a voluntary service first put into practice in 1931 as a form of work relief, it has, through successive stages, developed into the present form under which all German citizens between the ages of nineteen and twenty-one years are drafted for one year's service.

The members of the Arbeitsdienst live in labor camps, and engage in public works, especially, as pointed out before, in the reclamation of new productive land. At the same time, the Arbeitsdienst does much of the groundwork for the Army, by drilling, teaching discipline, and conditioning the soldier material, physically as well as morally, for later military service.

The Arbeitsdienst laws provide also for the enrolment for girls, but plans for their field of action have not yet been formulated. In the past, girls of the Arbeitsdienst went to farms, doing housework and thus relieving the female members of the farm family for work in the fields, or they went to new agricultural settlements to help the women (most of whom were

from cities) to adjust themselves to their new surroundings.

The economic results of these projects carried on by youth are highly valued indeed, but the political advantages produced by them are considered even greater.

Under the present system of Fascism nearly all youth work is dedicated to the preparation for war. Children and youth, whether studying or working, are made to realize that their skill is being developed primarily for war activity. In the words of Mussolini,¹ "Fascism does not promise you honors, employment, or gain, but only duty and war." Despite the fact that this survey could find no truly socially-useful work of children and youth in Italy, the structure of their youth organization is of significance.

Opera Nazionale Balilla is the sponsor of all youth activity. The Fascist State has created this organization as a medium for the spreading of the Fascist doctrine. The National Balilla Institution is conducted on a semi-military basis. It is named for a boy of Genoa because of his heroic deeds in an uprising against foreign domination in the eighteenth century. Once a year, on the twenty-fourth of May, the anniversary of Italy's

¹ Speech to Young Fascists in Rome, November 4th, 1930. *The Rising Generation in the 13th year of the Fascist Revolution*. Published by the Press Bureau of the Committee of Action for the Universality of Rome.

entry into the World War, the Balilla issues a "call to arms." This is a solemn occasion, attended by impressive ceremony. The Dictator of Italy personally addresses youth in Rome and, through representatives, in other large cities. A stirring ceremony held before the assembled organizations is the bestowing, by an older member who has progressed to a new classification, of his insignia upon the member of the next lower classification, who then takes his place. The ceremony is completed by an embrace from the senior on behalf of his comrades.

The administration of the National Balilla Institution is in the hands of adults. The Communal Committees are composed of adults—municipal officers and government representatives—who are grouped into provincial committees. They receive instructions from the Central Bureau in Rome. The military organization lies in the hands of the Fascist militia.

Membership in the National Balilla Institution is divided into progressive stages. The Balilla proper is for boys from six to fourteen years of age. It has a subdivision for the six- to eight-year olds, called *Figli della Lupa*, or Sons of the Wolf. *Avanguardistas*, or Vanguardsmen, are from fourteen to eighteen. At eighteen, the Vanguardsmen are graduated into the Combatants and leave the National Balilla to enter, if they so desire, the Combatant Juvenile Fasces, a nursery for the ranks of the Fascist Party and the Fascist militia.

Italian girl activity is also under the jurisdiction of

the Balilla. On the twenty-fourth of May they, too, are rewarded and acclaimed. The *Piccole Italiane*, or Little Italian Girls, is for girls from six to thirteen. After they have reached the upper age limit, they are admitted to the *Giovani Italiane*, or Young Italian Girls, where they remain until they are eighteen years old.

Units in the Balilla are named after those in the Roman military organization: legions, cohorts, maniples; and squads. Every year, some of the young people chosen through a selective system, and after a severe course of training, are promoted to ranks corresponding to non-commissioned officers and given squads to command.

The superior officers of the Balilla, aside from those in charge of military instruction, are trained in two special schools, one in Rome for men, and the other in Orvieto, for women. These leaders are given a two-year training course which is designed mainly to make them good instructors of physical education and reliable educators who will carry the spirit of Fascism to the children entrusted to their care. The graduates of these schools become instructors of the Balilla, and thus employees of the State.

The duty of the Balilla is to deal with all questions concerning youth, and to educate the growing generation to know only Fascism and to build the nation according to the precepts of Fascism. The program of the National Balilla Institution concentrates on pre-military training and professional, technical, and re-

ligious training. Health is stressed. Sports are important in the general scheme, for sports events ² "involving thrusting and throwing may be transformed into good practice for hand-grenade throwing and a more efficient aim for rifle shooting."

A sincere attempt has been made to uncover socially-useful work conducted by the Balilla. An appeal to the Balilla itself was made. Information obtained stressed the teaching of Fascism, the preparation for war, and benefits accorded to children through adult effort for their health, safety, education, and comfort. The following socially-useful projects were mentioned as aims but no projects were reported of these types:

- Participation in a campaign against malaria through extermination of mosquitoes in the marshlands
- Planting of trees on mountain slope
- Participation in the Battle of the Wheat, a competition among farmers sponsored by the government to increase wheat production

Descriptions of the work of the most widely known youth movements have been gathered for these pages. Their organizations, aims, and accomplishments must be judged from the viewpoint of the benefit to the improvement of living in the community and nation, and the educational value of the experiences to the children and youth who participated.

² *Programme di Educazione Fisica*, O.N.B., Rome.



CHAPTER IX

THE SURVEY CHALLENGE TO EDUCATIONAL LEADERSHIP

IN studying the reports collected during the course of this survey, certain general impressions were gathered by those who conducted it. Some of these may be helpful in guiding leaders of children and youth to strengthen projects which they anticipate undertaking.

Certain of the projects, though educationally and socially valuable, had in them elements which do not conform to the accepted practices of modern education or are still subject to controversy.

In the latter classification is the project reported in Chapter II in which the children called upon the Mayor of the City of New York to enforce fire-safety

regulations in their neighborhood. Many progressive educators feel that this responsibility should have fallen upon adult shoulders only, and that there was an element of "artificiality" in its assumption by children. However, this feeling is not shared by all modern educators.

In a few of the projects there may have been some lack of awareness of the problems of mental health which are of such vital importance during early adolescence. For example, in the selection of children for certain coveted posts, educators were prone to base their choice on pupils' academic achievement. There are many socially-useful tasks that can be performed by the "dull" quite as well as by the "bright"—if not better; and it is through such tasks that the leader has an opportunity to provide personal satisfactions which can, perhaps, never be achieved by some young people in strictly academic fields. Then, too, there is an element of danger for the "suggestible" child in such health projects as anti-tuberculosis campaigns, and of this danger the leader must constantly be aware. Comments on the use of medals, cups, and similar types of awards has already been touched upon in Chapter I. The leader's opportunity for promoting emotional stability in children and youth lies in his sensitivity to the problems of mental health and to his skill in handling them.

Another impression came as a result of comparing urban and rural projects. The large number of proj-

ects carried on under the supervision of such groups as the 4-H Clubs or Future Farmers of America indicate that rural youth has more leadership and more opportunity for socially-useful work than has urban youth. This may be due to a number of causes; but, undoubtedly, it is chiefly due to the fact that the rural environment is more often owned or controlled by the adults who are directly concerned with its improvement. The urban environment is usually controlled by impersonal corporations, set in a complex economic and political milieu which is so impregnable that youth cannot really have free access to it. When rural children undertake to improve the esthetic charm of their roads and their own farm home-yards, direct access may be had to the owners of the property, and usually that ownership resides under the same roof as the young. In such a manageable situation, the project is very likely to succeed. But urban youth with the same purpose in mind might seek permission from an endless chain of persons, no one of whom could grant it; in addition, the urban community probably already has a city commission whose business it is to beautify the environment, and often such commissions find it bothersome to have youth make suggestions; furthermore, in many cities, if youth undertook such a beautification project it would deny adult laborers their jobs.

There are other causes for the fact that more significant projects are carried on in rural than in urban

areas, and no doubt these causes are often uncontrollable. But the challenge to urban leadership clearly points to constructive effort to free the environment from such restrictions as make it very difficult for youth to coöperate for community improvement in our concentrated population centers. To the extent that leadership desires to improve educational programs in urban centers, effort must be given to this prior task. Harold Laski recently said: ¹

. . . those who seek any serious adaptation of our educational system must work for the transformation of our economic system as the necessary condition of their success. But in attempting that transformation, they will find themselves opposed to every vested interest which depends upon the maintenance, without transformation, of the existing system.

An illustration of the comprehensive and far-reaching type of project which may be carried forward in a rural setting should be helpful. In 1920, the new principal of a consolidated rural school desired to direct the energies of her school to the creative task of improving the living in the community in as many phases as possible. As a first step, the principal discussed the strengths and shortcomings of the school, the neighborhood, and the wider community with her small staff of teachers and with the parents. Soon after the opening of school in the fall, the teachers talked with their pupils about the homes they lived in, the agricultural practices of the farmers, the recreational

¹ Harold Laski, *Social Frontier*, February, 1936.

facilities of the environment, the health of the children, and a score of similar subjects with which the children were familiar so far as their own lives were concerned.

After considerable discussion, the pupils were led to undertake an inventory of the whole community from which the school drew pupils. The pupils in the school, grades one through nine, participated as individuals in amassing certain types of information from their own homes, and as members of committees in surveying public aspects of the larger area. Data were gathered on the farm homes regarding running water, bath, electricity, number of rooms, furniture and equipment, musical and recreational materials, reading matter, general comfort, and sanitation. Facts were obtained concerning the farm practices in crop rotation, seed selection, fertilization, cultivation, harvesting, storing, and marketing; in the care and breeding of livestock; and in provision for orchard, garden, and general diversification of crop.

The survey also included the status of the community health and the provision for medical and dental care; the plant and equipment available for social gatherings of the adults, the young people, and the children; the frequency and availability of such social and cultural activities as lectures, concerts, and dramatizations; and many items of a similar nature that gave a picture of the level of material and spiritual living in this rural community.

These findings were then summarized by the children in their school classes, and conferences of pupils and teachers were held to plan a program of study and work. The parents were invited to the school for several evening conferences on the aim of the school and the type of coöperation from the homes which would be most beneficial. Eventually, the school selected an area of the community life which was evidently in great need of improvement, and this became the theme of the work of the several classrooms for the year. "How can we improve the health of our community?" was the question which directed every effort.

The year's study involved many types of activities. The pupils studied the food served at home and compared it with balanced diets which they found in health books; they went further and kept cages of white mice, to which they fed balanced and unbalanced diets and observed the results in changes of weight, lustre of eye, color of fur, and general bodily activity. When they became convinced that a change in diet at home would be beneficial to their own health, the pupils invited the parents to visit the school and view the exhibits. Almost universally the parents were eager to learn, and wherever possible they changed the home practice to harmonize with the conclusions drawn from the evidence.

The pupils discovered that pure water is essential and must come from wells safeguarded from contamination by farm refuse. They learned that screens on

windows and doors keep out infection-bearing flies and mosquitoes, and that homes equipped with modern baths and plumbing facilities contribute to proper health habits. The parents were given this information, and where possible, the children and parents moved the well farther from the barn, covered doors and windows with screens, and installed modern bathrooms.

The children found that the dental and medical services available to the community were far below any reasonable standard. They conducted a campaign for visiting the dentist regularly and calling the doctor when ill. They were instrumental in bringing a dentist into the community two days each week and in having a county nurse visit the school frequently. Medical books found their way into the meager home libraries, and to medicine cabinets were added supplies of a staple nature.

Toward the close of the spring term the children wrote and staged a pageant in which they dramatized their efforts to improve the health record of the community. The commencement exercises were centered around the year's achievement. The objective results were evident. The whole area was conscious of the values of health and of the means of raising its level on a community-wide scale.

Each year during the following decade, a major area of community living was chosen for study and improvement. Significant progress was made by the whole

geographic area working coöperatively and consciously on the raising of the standard of living under the egis of the school. At the end of the decade, the children in the school again took an extensive inventory. They found a gratifying increase in such material equipment as bathtubs, electric lights in homes and farm buildings, pure water supply, screens on windows and doors; in such agricultural practices as would raise the yield of grain, meat, dairy, and poultry products; and in such cultural materials as daily and weekly newspapers, monthly farm journals, and magazines of controversy.

A donor had been persuaded to build a beautiful community church, with facilities for a varied social and educational program for all ages of the population. The farmers had formed buying and marketing coöperatives and were engaging in many activities jointly, to their mutual benefit. The survey provided ample proof that the children of this school, working with the adults, had made a significant contribution toward solving many of the problems which lay at the heart of the community's progress.

There is still another general impression of these projects which one gains from comparing the reports of activities here and abroad. In the United States a large number of projects are carried out under a score or more of different agencies while in certain foreign countries the projects are caught up in a single plan.

which is the vehicle carrying forward the purpose of one large youth movement. In the United States, there is no unifying purpose toward which children and youth are driving, whereas in such countries as Germany, Russia, and Italy, there is clearly an application of the theory of the totalitarian state in the coördination of all such projects by a central youth authority. The nearest approach to such a youth movement in the United States is the C.C.C. camps. In this volume the purposes and accomplishments of these C.C.C. projects has not been detailed inasmuch as they are so familiar to our people.

There is one major difference between these C.C.C. projects and the official youth movements in the countries just mentioned. Abroad, the youth movements are definitely aspects of political movements, but here the tendency is to keep the camps free from any political consideration. There has been critical review of each and every step in the C.C.C. program by those groups who are aware of the ease with which promising combinations of the young are at first sponsored and later taken over by powerful minority groups of adults who have some clearly formulated program to carry through. Dictators realize that their chance of political survival lies in winning and holding the support of the growing generation, the citizens of the future nation.

The evidence is abundant that the C.C.C. program has contributed vastly to social improvement. Areas

have been reforested and erosion checked; roads have been built into remote areas; historic realia have been restored; preserves have been created for game and other wild life; public parks for recreation have been cut from the wilderness. The reclamation of our natural resources carried out by these youths is a great gain to the nation. Much reclamation of human resources has also resulted from these projects. The youths who are engaged in work so obviously worthwhile gain in self-respect and poise.

No one can deny the character development which comes from such an experience. Unfortunately, however, little vision of the educational leadership has been permitted to permeate the program until this year. Before that time, the projects were mapped out in headquarters, and orders went out for the daily and weekly tasks. Youth was denied the educational experience of surveying the national community to discover the most immediately necessary as well as the desirable long-term tasks. Further, youth had little part in planning the attack. Little or no study or experimentation in laboratory, field, library, shop, or studio, was undertaken by these young men to determine the best procedures. The many social, economic, political, moral, and esthetic ramifications of the projects were not thought out. And, as a result, the C.C.C. program fell short of what it might have produced in the way of disciplined men—disciplined in terms of a well-developed sense of social needs, an ability to co-

operate in studying plans for meeting the needs and carrying out the conclusions reached in the study. Certainly, if our C.C.C. program continues, the educational leadership must be given full opportunity to make possible for our youth educational programs of maximum worth, as well as contributions to work of great social significance.

- . Contrasting the program of the C.C.C. and a more recent federal project for youth, the N.Y.A., one is left with a sense of the rootlessness of the later work. The N.Y.A. is attempting to put young people back into regular industrial, commercial, or agricultural pursuits. In the meantime, it is assisting youth financially to keep up the vocational skills and to study. But, so far, N.Y.A. has not demonstrated its ability to lead these young people to coöperative endeavor for community improvement. No more significant criteria could be used in evaluating the program of the N.Y.A. than the words of Miss Lenroot, Chief of the United States Children's Bureau, who said not long ago:

There is an old saying that "youth must be served." Recently some one has added, "and youth must also serve." Youth will not be satisfied by make-believe projects of an educational or work character. Youth must find itself in achievement, but it must also lose itself in service. The test of American civilization, now and always, is the extent to which it offers its youth not a single imposed ideal, but the stuff from which ideals may be fashioned, and the opportunity for brave endeavor to weave them into the fabric of life.

What gains could result from a national movement of youth to continue the research started by the engineers whose survey of the Mississippi Valley was reported in Chapter I. Imagine the dynamic strength with which youth would tackle so breathtaking an enterprise. A nation of youth changing the map of a vast geographic area and, with this physical change, improving the living conditions of the entire nation. It would take the courage of youth to start such a venture. And youth, with the full support of the entire population behind it, would lose itself in national service to gain life much more abundant. The reader is urged to pause for a moment of speculation on the magnitude of the educational and social values which would flow from the accomplishment of the picture painted by the engineers on pages 24 to 29.

Certainly we do not want in America the type of youth movement now flourishing abroad in which youth is exploited for the benefit of selfish minority groups. We want no fanaticism which can so easily be turned to the destructive work of terrorizing internal opposition or waging international war. And every youth group in this country, official or otherwise, must be scrutinized for signs of these dangers. But we *do* need desperately leadership which will assist children and youth to find something worthy of their strength and loyalty—something that will give youth a sense of belonging, of making a contribution for which his elders may rightly give him praise. Can we create such

a youth movement, tie it to great tasks of community building, and carefully guard the educational phases?

It seems self-evident that if we, in America, are to have a youth movement of the type just suggested then the public school is the institution best suited to coordinate such a project. The school is the one universal, continuing, well-equipped and locally-controlled, institution in every community. Commissions created for a specific purpose are seldom long-lived and never have the personnel or equipment needed. Where the machinery and personnel are at hand and the social cost is already cared for in the tax budget, it would seem unwise to set up a duplicate institution. The school with its trained leadership of youth, its physical plant and equipment, its libraries and laboratories, could, with some addition to staff and plant and with reorganization of some of its program, conduct such a national project better than any group existing today or likely to be created in the near future. Its local control makes impossible the dangers pointed out in the European youth movements.

But if the American school should desire to provide the leadership for socially-useful work of children and youth, school people must vastly *increase* their vision and their techniques. The school program must shift its emphasis from the classical and academic approach to an emphasis on the solution of problems facing children and youth here and now, and it must foresee the

problems of the future. The typical curriculum of the traditional elementary and secondary school and higher institution has lacked a vitality and meaning for children and youth. School tasks have been almost exclusively unrelated to the life going on about the young in home and community. These young people have accomplished their appointed tasks with as little pain and effort as possible and have cheered the approaching vacation.

The teacher is well aware that the non-school group often has a much greater hold on the enthusiasm and loyalty of his children or adolescents than does the school itself. The reasons seem obvious. The school might profit by the experiences of some of the non-school groups and, like them, provide leadership for young people in doing the things that the young desire to do because they feel the social need for tackling the job. If the schools could channel students' energies in socially-useful work, the results might be startling in their success. Aside from the benefit accruing to the communities, schools might well afford to experiment with such projects for the sake of the educational motivation which would undoubtedly result.

Certainly, the school that would take a position of leadership in a national youth movement must learn that it can succeed only in proportion as it learns to channel youth's energies with youth's interests in furthering the general welfare. And only as school workers learn how to root education in the soil of the cul-

ture emerging in America today, will the school be able to take a place of significance in the shaping of America's future.

This does not imply that all socially-useful projects must come under the egis of the school. Such centralization is contrary to our unique idealism. Groups everywhere should be given encouragement to plan and carry out such projects. But any coördinated movement on a national scale, if it should or does emerge, might better be developed by our public school than by a bureaucracy. It might be the rôle of private agencies to initiate new types of projects, and when these have proved successful, the school might take over those phases which the private agency felt could be carried better by the larger staff and more adequate equipment which the school possesses.

If the educational and social leadership of our country aspires to meet the magnitude of this challenge, there are certain basic goals and techniques which must be thoroughly understood and accepted. Without the control of such goals and techniques, the effort to organize children and youth in projects of social usefulness may either be insignificant and colorless, or may lead to social and individual disintegration.

Much of the organized work of children and youth today is rootless. The main objective is all too often that of keeping our young busy and out of the way of inevitable adults. Even in our more progressive schools,

where so much has been done to free children from the repressive and formal "learning" situations of yesterday, the dynamics of "socially-rooted" projects is rare. Much of their work is a romantic escape from the more difficult task of struggling with problems actually facing us as younger and older citizens of a community. Children enjoy themselves, no one can deny, in their projects which recreate the life and customs of a medieval castle or of the Norsemen. Children do enthusiastically imagine themselves to be Dutch children living in a land of beaver-board windmills, planting beds of paper tulips, and leaving their wooden shoes on the doorstep when they enter their spotless paper-tiled homes.

There is some educational worth in these romantic (though too frequently unrealistic) projects. But when the educational and social outcomes of such projects are compared with the experiences reported in this volume, one is forcefully struck with the lack of solid and lasting benefits to the young and to the community. We recognize today that all great movements in education, arts, literature, social or economic or political reform, etc., emerge out of the struggle to improve man's common lot. Today our vitality in education, as in all major social functions, is to be found in the life of the community. Within this framework we are constantly wrestling to free ourselves from those customs, institutions, etc., which restrict and dull our lives. In such a setting, thinking is the tool by which we create

a better set of conditions. This thinking process has the following distinguishing phases: (a) Something is at stake. A state of confusion or disequilibrium has occurred. We are aroused to take action to achieve a better adjustment. (b) The difficulty is located and defined. No intelligent effort at improvement can be made until the nature and source of the unsatisfactory aspects of the situation are clarified. (c) An hypothesis is developed for meeting the difficulty and improving the conditions. This projection of proposals and plans is the most important technique which man possesses for continued progress. (d) A detailed plan of operation with continued reflective criticism of each step of the plan is worked out. (e) The *best* experimental method in terms of the purpose, materials and tools available, and the unpredictable elements which arise in the process of carrying out the plan must be utilized. (f) When the plan has been carried out the results must be measured in terms of the values anticipated at the beginning, and the plan itself must be criticized for possible improvement. Furthermore, the enterprise must be judged in terms of its effect on those who participated in its solution; that is, it must be judged in terms of its enrichment of personalities.

Such a sketch of the thought process can be recognized over and over in the projects described in this volume. The task of educational and social leadership demands that more of the experiences of youth shall incorporate the complete act of thinking or learn-

ing. The school cannot stop short of facing and tackling the insistent social, economic, political, moral, and esthetic problems in American life. This is demanded by the requirements of vital educational or learning experiences as well as by a society needing for its own improvement the energies of its vigorous youth.

Another suggestion should be made. So often projects which are socially and educationally significant are not related to prior and subsequent experiences. Each project should serve as a plateau for the next experience. If we conceive of the larger tasks of social reconstruction, and then break these larger problems into their logical sub-problems, tackling each of them in turn, there would be a thread, a relationship, which would make the individual experience much more meaningful and insure a cumulative social effect. The project undertaken by the rural school, reported in this chapter, illustrates admirably how the comprehensive task of improving living in all areas of the community gave each successive year particular point to improvement in health, or in agricultural or esthetic phases. We must realize that the task of improving life is never ended—it always lies before us, and we should see each activity not as an isolated attempt at improvement, but as one step in a continuing program of progress.

The entire thesis of this book rests on the assumption that men are constantly struggling to improve

conditions; that today, as never before, this urge to better the general welfare dominates the minds of men; that today, as never before, we have the material and intellectual resources for designing a better environment and achieving our plan; that the direct accomplishment of this task is the only vital and significant educational experience toward which we can afford to work; that children and youth must be given the wisest guidance in accepting their share of this great social task. It is hoped that the next decade will produce projects so far superior to those reported herein that we can, in subsequent reports, point to definite growth in our leadership ability. Certainly, one objective in the publication of this volume has been that of stimulating universal consideration of the principles underlying such social and educational enterprise.



APPENDICES

APPENDIX I

NAMES OF PERSONS FURNISHING VALU- ABLE MATERIALS USED AS BASES FOR REPORTS

Andrus, Ethel	Los Angeles, California
Aseltine, John	San Diego, California
Ashcroft, Basil C.	Bozeman, Montana
Avery, Eula V.	Ann Arbor, Michigan
Barker, Paul I.	Iowa Falls, Iowa
Bainett, J. K.	Modesto, California
Bartlett, Herbert	West Springfield, Massachusetts
Benbrook, C. R.	Norman, Arkansas
Beverly, Mrs. F. C.	Whitmell, Virginia
Bishop, Alice Stowell	New London, Connecticut
Bohan, Lillian	Lancaster, Pennsylvania
Boocock, Mrs. Murray	Keswick, Virginia
Brereton, John	Berkeley, California
Brundage, A. J.	Storrs, Connecticut
Cass, Adelaide	New York, New York
Colombain, M.	Geneva, Switzerland
Coney, Fay	Ann Arbor, Michigan
Cooley, Rossa B.	St. Helena Island, South Carolina
Costa, Mrs. Serena	Hickman, California
Cuff, R. P.	Flomaton, Alabama
Dawson, Mrs. Hilda H.	Bedford, Ohio
Decker, Martin	Egg Harbor City, New Jersey
DeLanoy, N. C.	Cold Springs, New York
De Maris, Mrs. Elizabeth	New York, New York
Doherty, Eleanor M.	Oakland, California
Du Bois, Luther	Woodland, California
Eagan, Rose	Torrington, Connecticut
Ewart, J. B.	Bruno, Arkansas

Floody, Mrs. R. J.	Worcester, Massachusetts
Fry, Miss	Henry Street Settlement, New York, New York
Galland, Jean-Paul	Geneva, Switzerland
Gladfelter, Katherine	National Board of Pres- byterian Missions, New York, New York
Gooderson, Mrs. Mary M.	New York, New York
Gourley, Mrs. Mary C.	Roxbury, Massachusetts
Gutting, O. L.	Maryville, Missouri
Harrill, W. B.	Nealsville, McDowell County, North Carolina
Hartman, E. S.	New York, New York
Henck, George D.	Pasadena, California
Henderson, Ruth	Washington, District of Columbia
Herrera, Carmen Velez	Porto Rico
Hill, Mrs. H. E.	Sherman, Texas
Hoffman, Naomi	East Greenville, Pennsylvania
Horn, Lewis J.	Cherokee, North Carolina
Houk, Cora	Dixon, New Mexico
Hult, Selma	Lincoln, Nebraska
Iverson, Anna	Springfield, Massachusetts
Jelinek, Grace	Omaha, Nebraska
Jones, H. M.	Brookings, South Dakota
Jones, H. S., Jr.	Ann Arbor, Michigan
Kimball, G. W.	Seattle, Washington
Kittredge, L. T.	San Diego, California
Kothen, Abbe	Bruxelles, Belgium
Lazona, R. R.	Hildago, Mexico
Locker, Bernard	New York, New York
McBroom, Maude	Iowa City, Iowa
McClure, Worth	Seattle, Washington
McCollom, R. E.	Tulsa, Oklahoma
McDonald, M. H.	Park River, North Dakota
McDougall, P.	Oakland Township, Butler County, Pennsylvania

McKee, W. J.	Chapel Hill, North Carolina
McNamara, Mary	Omaha, Nebraska
Meistrick, Emma	Pierre, South Dakota
Mink, Chester L.	Twin Falls, Idaho
Moore, C. B.	Mooringsport, Caddo Parish, Louisiana
Mulle, M.	Bruxelles, Belgium
Oberholzer, Emma	East Greenville, Pennsylvania
Parker, Ruth K.	Santa Fé, New Mexico
Perrine, Mrs. Theodora	Short Hills, New Jersey
Phillips, George A.	Easthampton, Massachusetts
Prior, Charles F.	Fairhaven, Massachusetts
Richie, David S.	Moorestown, New Jersey
Ross, Michael	Brooklyn, New York
Ross, W. A.	Washington, District of Columbia
Sackett, Everett B.	Balboa Heights, Canal Zone
Schoenhof, Madeleine	New York, New York
Skinner, Mrs. Mabel	New York, New York
Stover, Fred	Weiser, Idaho
Sutherland, S. S.	Davis, California
Tao, W. T.	Poatingfu, China
Thompson, Mrs. Hester	Kalamazoo, Michigan
Towne, Harriet E.	Lincoln, Nebraska
Toro, M. Negron	Florida, Corozal, Porto Rico
Türk, Clovis	Sale City, Georgia
Wakefield, George N.	Homestead, Florida
Walker, Henry M.	Pullman, Washington
Warren, Gertrude	Washington, District of Columbia
Whorton, Robert L.	Cardenes, Cuba
Wickline, Percy D.	Cairo, West Virginia
Williams, J. Lowell	Westfield, Massachusetts

APPENDIX II

EXTENDED LIST OF SUGGESTIVE SO- CIALY-USEFUL PROJECTS NOT RE- VIEWED IN THIS BOOK

CHAPTER II

YOUTH CONTRIBUTES TO PUBLIC SAFETY

Jay Walking Survey	Pullman, Washington
Safety Campaign	Boston, Massachusetts
Safety Measures Taken by Children	Lakewood, Ohio
Safety Patrol	Highland Springs, Virginia
Safety Patrol	Oakland, California
Safety Patrol	Shohomosh, Wisconsin
Safety Work	Bryant, Nebraska
Safety Work	Clinton, Nebraska
Safety Work of School Children	Pratt City, Alabama
School-boy Motor Patrol	Red Hill, Pennsylvania
Social-Studies Program: Safety	Detroit, Michigan

CHAPTER III

YOUTH CONTRIBUTES TO CIVIC BEAUTY

Appearance Improvement	Netcong, New Jersey
Beautification of School Build- ings	East Radford, Virginia
Beautifying School Campus	Ottawa, Kansas

- Beautifying School Grounds . . . Allentown, Florida
 Building Athletic Field . . . Belvidere, New Jersey
 Building Athletic Field . . . Berkeley, California
 Building a Band Hall . . . Modesto, California
 Building Benches for
 Athletic Field . . . San Diego, California
 Building Cabins for Boy Scouts . . Fresno, California
 Building a Cement Walk . . Hawthorne, Nebraska
 Building a Cement Walk . . Hayward, Nebraska
 Building a Community
 House . . . Tabor, North Carolina
 Building and Equipping Boy's
 Camp . . . White Lake, North Carolina
 Building Homes Destroyed by
 Fire . . . Chilhowie, Virginia
 Building Stationary Bleachers . . Modesto, California
 Conducting School Forest
 Project . . . Sale City, Georgia
 Construction of Equipment,
 Program of Community
 Beautification . . . Southbridge, Massachusetts
 Construction of Playground
 Equipment . . . Lynn, Massachusetts
 Creating Gardens in Slum
 Districts . . . Kansas City, Missouri
 Developing Vacant Lot,
 Flower Garden . . . Kansas City, Missouri
 Development of a City Park . . Homestead, Florida
 Equipping Community
 Playground . . . Kings County, California
 Highway Beautification
 Project . . . Amherst, Massachusetts
 Home Beautification . . . Twin Falls, Idaho
 Hunting Rattlesnakes along
 Snake River to Protect
 Livestock . . . Pullman, Washington
 Improving School Grounds . . Salem, Massachusetts

Interior Decoration in

- School's Emergency Office . . . Oakland, California
Junior Park Commission . . . Berkeley, California
Lani Community Center . . . Granado, Arizona
Making Garden Stones for Neigh-
boring Schools . . . Oakland, California
Making Play Devices and Sleeping
Cots for FERA Pre-
school Center . . . Salem, Massachusetts
Making Portable Lanes to Control
Football Crowds . . . Oakland, California
Pest Extermination . . . Deer Dodge, Montana
Planting Gardens . . . Centralia, Illinois
Planting, Supervising, Report-
ing Returns of Welfare
Garden Projects . . . Essex County, Massachusetts
Planting Trees to Reforest
Village . . . Pulaski, New York
Playground Equipment
Project . . . Berkeley, California
Landscaping Grounds of High
School and Boy Scout Head-
quarters . . . Petaluma, California
Raising Flowers for Park
Department and City
Schools . . . Santa Barbara, California
Remodelling a Park . . . Ann Arbor, Michigan
Removal of Ugly Billboards . . . McKinley, Nebraska
Replanting Denuded Areas in City
Forest . . . Los Angeles, California
Restoring Old Plazas and Clean-
ing Town . . . San Juan, Porto Rico
School and Home
Gardening . . . Boston, Massachusetts
Sidewalk Project . . . Troy, New York
Sponsoring Evening Classes
for Farmers . . . Twin Falls, Idaho

- Summer Activities of Indian
 Children Escueto, Arizona
 Survey and Request for
 Street Markers Everett, Nebraska
 Weed Control Program in Co-
 operation with County Board of
 Supervisors- Clarinda, Iowa

CHAPTER IV

YOUTH CONTRIBUTES TO COMMUNITY HEALTH

- Clean-City Crusaders New York, New York
 Cleaning Campaign: Boy
 Scouts Pullman, Washington
 Clean-up Campaign Radford, Virginia
 Clean-up Project Kansas City, Missouri
 Coöperative Health Work:
 Education and Medical Work of
 Children Carried on by the Board of
 National Missions of the Presbyterian
 Church Arizena, New Mexico, North Caro-
 lina, South Carolina
 Family Welfare—Preparation
 of Meals Springfield, Massachusetts
 Five-Point Health Project Harpers Ferry, Virginia
 Health-Development Project Media, Pennsylvania
 Health Project Hartland, Michigan
 Health Project Manquin, Virginia
 Home Life Improvement of
 Indian Children Santa Fé, New Mexico
 Improving Health Habits of
 Children Highland Springs, Virginia
 Improving Living Conditions in
 County Homes Birmingham, Alabama
 Improvement of Drink-
 ing Water Birmingham, Alabama

Little Mothers Club	San Juan, Porto Rico
Looking After Needy During Winter	Santa Rosa, California
Water-Testing Project	Richland, Michigan

CHAPTER V

YOUTH CONTRIBUTES TO AGRICULTURE AND
INDUSTRIAL IMPROVEMENT

Agricultural Survey	Stuart, Iowa
Agriculture Service Project	Davis, Iowa
Assistance in Filling Out Cotton Contracts	Fairburn, Georgia
Beet Thinning Campaign	Bear River, Utah
Building a Community Canning Kitchen	Friendship, Arkansas
Building a Shop and Music Hall	Vallejo, California
Building a Trailer	Friendship, Arkansas
Building a Trailer for Mov- ing Portable Bleachers	San Diego, California
Buying and Selling Produce with Riverdale Feed Coöperative	Laton, California
Clearing Land and Plow- ing Furrows	Freeman, Michigan
Club to Establish Market in Community	Dushore, Pennsylvania
Constructing Airplane Fittings and Wing Parts for Use in Commercial Crop Dusting	Modesto, California
Control of the Pink Boll Worm	Sale City, Georgia
Coöperating in the Purchase and Sale of Farm Commodities	Cairo, West Virginia
Coöperative Farm Project	Marion, North Carolina

- Corn Club Lancaster, Pennsylvania
 Cutting Winter Wood
 Supply Forestville, New York
 4-H Club Project Flint, Michigan
 4-H Forestry Club Orange County, California
 4-H Lamb Club Bellefonte, Pennsylvania
 Future Farmers of America Iowa
 Future Farmers of Porto Rico San Juan, Porto Rico
 Furnishing Growers with Market
 News Service Homestead, Florida
 Hi-Y Group Project Howell, Michigan
 Improvement of Hog Breeding Winterset, Iowa
 Junior Cow Testing
 Association St. Paul, Minnesota
 Lighting Control Panel for
 Public Auditorium Modesto, California
 Maintaining Two Boars for
 Service of Community El Centro, California
 Making an Agricultural Survey
 of the Community Stuart, Iowa
 Making 50 Desks for Draw-
 ing Department, Cafeteria
 Tables, Filing Cases, School
 Furniture Pasadena, California
 Making Garments for County
 Hospital Patients (Needle
 Work Guild) Richmond, California
 Making Music Racks,
 Band Stands, Hurdles,
 Field Markers San Diego, California
 Making School Furniture,
 Woodworking Machines, Main-
 tenance of School Grounds Stockton, California
 Moisture Conservation, 4-H Clubs New Mexico
 Operating Coöperative Feed
 Mill Los Banos, California
 Planting Disease-Free Seed Presque Isle, Maine

Poultry and Dairy	
Project	Brookville, Pennsylvania
Production of Baby	
Chicks	Presque Isle, Maine
Pruning and Operating Home	
Orchards	Sale City, Georgia
Rat-Killing Campaign	Corning, California
Scoring Dairies and Test-	
ing for T.B.	Judith Basin, Montana
Simple Veterinary Service for	
Farmers	Calico Rock, Arkansas
Staging Educational Program	
for Farm Bureau	Santa Rosa, California
Testing Milk at School	
Testing Laboratory	Pulaski, New York
Wheat Control Project	Winterset, Iowa

CHAPTER VI

YOUTH CONTRIBUTES TO CIVIC ARTS

Arrangements of Meetings for	
Rural People in Near-by Com-	
munities, Putting on Educa-	
tional and Recreational	
Programs	Charles City, Iowa
Book Tower's Club	Amherst, Massachusetts
Children's Evaluation of	
Movies	Jamestown, New York
Community Drama	Philadelphia, Pennsylvania
Community Recreational	
Programs	Charles City, Iowa
Drama of Social Conditions	Chicago, Illinois
Dramatic Club	Amherst, Massachusetts
Dramatic Project	Battersea, England
Fife and Drum Corps	Rifton, New York
General Community Service	Vinton, Iowa

General Community Service . . .	Winterset, Iowa
Group Singing and Playing . . .	Oakland, California
Making Stage Scenery . . .	Oakland, California
Making Victor Records . . .	Oakland, California
Modesto Boys' Band . . .	Modesto, California
Museum Project . . .	East Cleveland, Ohio
Music Club . . .	Amherst, Massachusetts
Organization of School Fairs . . .	Ontario, Canada
Preparation of Posters, Ad- vertising Matter, Menu Cards . . .	Oakland, California
Printing Programs and Posters for Philanthropic Organiza- tions . . .	Pasadena, California
Street Decoration . . .	Modesto, California
Students Coöperation in Or- ganizing and Maintaining Theatre for Children . . .	Oakland, California
Toy-making and Toy-repairing Project . . .	Battersea, England
Toy-repairing Project . . .	Racine, Wisconsin

CHAPTER VII

YOUTH CONTRIBUTES TO LOCAL HISTORIES, SURVEYS,
INVENTORIES, AND PROTECTION OF RESOURCES

Feeding Game Birds . . .	Spokane, Washington
Making Advertising Devices for Community Chest . . .	Fresno, California
Making Map Designed for Old-Age Pensions . . .	San Diego, California
Nature Study Trail Project . . .	Portage, Michigan
Preservation of Wild Life and Game . . .	Blackburg, Virginia
Tabulating and Publishing Livestock Directory . . .	Maryville, Missouri

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