

SOCIAL SERVICE TRENDS AND RELATIONSHIP TO
SCHOOLS IN HARVEY COUNTY, KANSAS, WITH CONCLUSIONS

by

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FOREWORD

Social service in a period of economic depression becomes the major part of public welfare work, and specific service must be rendered if democratic ideals are to be achieved in the development of the individual.

Public welfare is "that very definite service of democratic government which provides organization, technique, and means for making democracy effective in the unequal places--effective in extended application as well as in ideals, written laws and statutes, and in constitutional provisions."⁽¹⁾ "Like public education, public welfare constitutes a very distinctive concept and service. What public education was to the last half of the last century in the development of the democratic ideal, public welfare may well be to the first half of this century. Indeed, it seems very probable that progress in the field of public welfare will constitute the outstanding contribution of this half century toward progress in American democracy."⁽²⁾ The burden of the taxpayer is constantly focusing attention upon self-support in our public institutions and on economies in

⁽¹⁾ The annals of the American academy of political and social science. p. 1. Jan. 1923.

⁽²⁾ Ibid.

their administration. At the same time, special thought is being given in each of our institutions to the development of the individual to self respect and earning capacity. It is also being found that economy to these taxpayers is in keeping people out of public institutions, not in caring for them at a minimum cost after they are totally dependent. The old idea of charities and correction is giving way to the newer conception of protection and development in the interest of the public welfare.

School authorities are justified in aiding and promoting systematized social service not only by the Constitution of the United States but also in order to achieve the cardinal principles of modern education for the development of the individual to better serve American democracy.

Dr. Louis W. Rapeer estimates that illness in one form or another, directly or indirectly, but not including physical defects, is responsible as a single factor for nearly twenty-five per cent of absences from school, for ten to fifteen per cent of the eliminations, for ten to twelve per cent of non-promotion each term, and for at least ten per cent of retardation.

There are at least three ways in which this retardation due to illness is felt: First, the retarding influence of absence, especially long absence due to a contagious disease,

for the children ill; second, the retarding effect on those quarantined or otherwise kept out of school by other school children's quarantine; and third, the effect of lowered physical vitality due to illness.

Dr. Strayer's statistics show that the average number of days the schools were kept during the year for all public schools in the United States was 155.3, while the average number of days attendance by each pupil enrolled was only 112.6.

The school administrator is interested in spending the hard earned school dollar wisely and efficiently. The health administrator of any school system is vitally interested in reducing absences and consequent loss to the pupils involved.

A BRIEF HISTORY OF THE DEVELOPMENT OF SOCIAL SERVICE

Social service has been defined as the art of adjusting personal relationships. "It is possible to trace social work back to the ecclesiastical charities or tithes imposed by the ancient Hebrews before the Babylonian Captivity, but greater impetus was given by the Christians of the Middle Ages. Persecutions forced the Christians to unite and assist one another in times of special need. The New Testa-

ment refers to collections being taken for the benefit of the church in Jerusalem."⁽¹⁾ The first formal action for the care of unfortunates is indicated in the sixth chapter of Acts, providing for the appointment of caretakers or deacons. Timothy, in his letters, indicated that some women were given a share in relief work and widows were sometimes employed. The hospitality of the church was abused by idlers and spies, so after a time it became necessary for a person to authenticate himself to the church by a letter of introduction. This is still in use.

Early social service was carried on among the persecuted to provide for physical needs, to cheer, and to encourage them to keep and preserve Christian faith. Orphans and foundlings were given care primarily to save them for the church. For about three centuries relief was restricted to members and comprised a simple group. Gradually extensions of service were made to outsiders during times of famine, plagues, and pestilence.

Cyprian preached, "If we are the children of God, who makes the sun to shine upon the good and bad and sends rain on the just and unjust, let us prove it by our actions by blessing those who curse us and doing good to those who persecute us."

⁽¹⁾ Queen, S. A. Social work in the light of history. Lippincott. p. 230. 1922.

Persecution of Christianity ceased when Constantine was converted. In 313 A. D. the Edict of Milan granted religious freedom and in time Christianity became practically the state church, but many years of religious wars followed before the democratic principle of Christianity was established.

"The Volkerwanderung wars between the Teutons and Romans brought on the Dark Ages. The poor sought the protection of the strong and wealthy. The church began to hold and acquire property. Democratic relations disappeared and the church bishops became wealthy and haughty, having many serfs and even slaves. Some methods of early relief survived."⁽¹⁾

"The innovation of the xenodochia now occurred. These institutions of relief cared for all sorts of persons who needed it and were attached to some church or monastery located along the main routes of travel.

"The popes were able to a certain extent to regulate and standardize the service and charities of the various churches and orders.

"The xenodochium developed into the spital or hospital and the monasteries became the chief relief agency controlling the hospitals. Medical aid in the hospitals consisted

⁽¹⁾ Queen, S. A. Social work in the light of history. Lippincott. p. 234. 1922.

of bleeding, magic, sorcery, incantations, charms, herbs, and provisions for pilgrimages."⁽¹⁾

The poor prayed for the givers of alms and popularized almsgiving for the giver's salvation.

"In western Europe the xenodochium remained the catch-all; but in the east, where there was comparative peace until the rise of Mohammedanism in the seventh century, the xenodochia cared for travellers and persons without means. In addition there was established the nosochomia for the care of the sick, the brephotrophia for the care of dependent children, and the gerontochia for the aged. A foundling asylum was opened by a priest in Milan, 795 A. D., in which infants were kept until aged seven and then apprenticed."⁽²⁾

The Crusades served to break down the feudal and monastic system through the exchange of ideas and the revival of learning. During the later Middle Ages other relief agencies consisted of the alms of individuals and religious loan banks.

Specialized institutions began to appear after the Middle Ages. Segregation of mental deviates occurred as early as 1400 A. D. when Bedlam Hospital, London, received

(1) Queen, S. A. Social work in the light of history. Lippincott. p. 237. 1922.

(2) Queen, S. A. Social work in the light of history. Lippincott. p. 238. 1922.

patients. As late as 1791 A. D. the French law considered the mentally abnormal the same as animals and held caretakers responsible for any damage or danger. Other insane asylums were founded: Valencia, Spain, 1409 A. D.; one by Pope Pius IV in Italy, 1561 A. D.; and at Modena, 1654 A. D.

Education of the blind was put on a solid basis by Valentin Haüy, who was born in Picardy in 1745 A. D. In Spain the first systematic attempt to consider the deaf and dumb as rational beings was made by Pedro de Ponce about 1570 A. D., through pantomime, alphabet, and sign language. Lip reading was started by Jean Conrad Amman (died 1724 A. D.)

The guilds and the industrial revolution contributed a share in the development of social service. The guilds tried primarily to care for their own members and were concerned with no others. The towns, likewise, were exclusive and looked after their own citizens chiefly, if not solely. The English Poor or Corn laws (1601 A. D.) mark one of the first national attempts to render service. In the United States early methods of caring for dependents followed the English.

Development of the scientific method of dealing with humanitarianism can be traced from the latter half of the nineteenth century. Congested areas in large cities gave

rise to a study of social problems by Riis in "How the Other Half Lives" and "The Battle of the Slums" (1890-1892). Roundtree wrote "Poverty: A Study of Town Life" (1901). Both received impetus from the writings of Booth in "Life and Labour of the People of London" (1892). "Hull House Maps and Papers" was published in 1895 by residents of Hull House, Chicago. Studies indicated the need for more comprehensive data in order to formulate new policies and programs. "The Charities and Commons" published, in magazine form, findings under the shadow of the dome of the capitol, Washington, D. C. Four large volumes were made by this same organization in surveying Pittsburg, Pennsylvania. In 1909 the magazine was rechristened "The Survey". The Russell Sage Foundation, under the direction of Shelby M. Harrison, undertook to make a comprehensive study of Springfield, Illinois, that still stands as a model of procedure. Other organizations working in different fields (1914 to 1919) include the American Association for Organizing Family Social Work, National Child Labor Committee, Federal Children's Bureau, Department of Church and Country Life of the Presbyterian Church, Interchurch World Movement, the American Red Cross, Community Service Inc. (initiated pathfinder studies), Cleveland Foundation, Parent Teachers Associations, and Juvenile Courts. Associated charities

was organized in 1879. Following these we have the Salvation Army, Y. M. C. A., Y. W. C. A., Elks, Chamber of Commerce, Rotarians, Kiwanis, other lodges, clubs, and many more.

Modern industry, pure food laws, labor organizations, churches, taxes, doles, schools, capital, philanthropy, and many other factors have all tended to develop modern social service.

Many past efforts have failed because the best of relief does not remove the cause of destitution. Government organization and control is more democratic and should be the most efficient if properly set up and if proficient professional social workers were placed at the helm to formulate, direct, and guide activities.

RECENT LEGISLATION IN KANSAS

The Kansas state legislature in the spring session of 1933 provided for a marked change in the method of caring for the state's relief program. This change was brought about by making it mandatory that each county or organization of the counties have a commissioner of the poor who was to be approved by the state board of administration and, in order to get federal aid, must be approved by the

governor's emergency relief committee. The maximum salary was set at \$1500. All relief work, social work, and aid is to go through this centralized authority in each county or organization of counties. Previous experience or training is surely required of this new officer. Records and index systems must be kept and recommendations are that they shall be uniform.

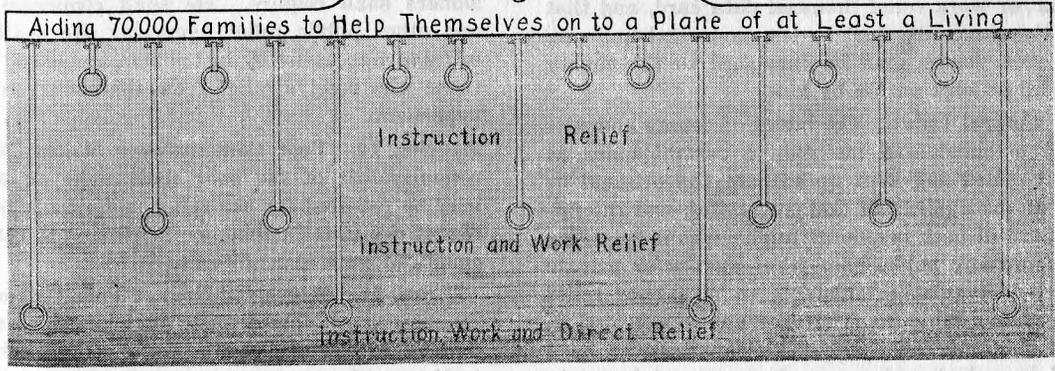
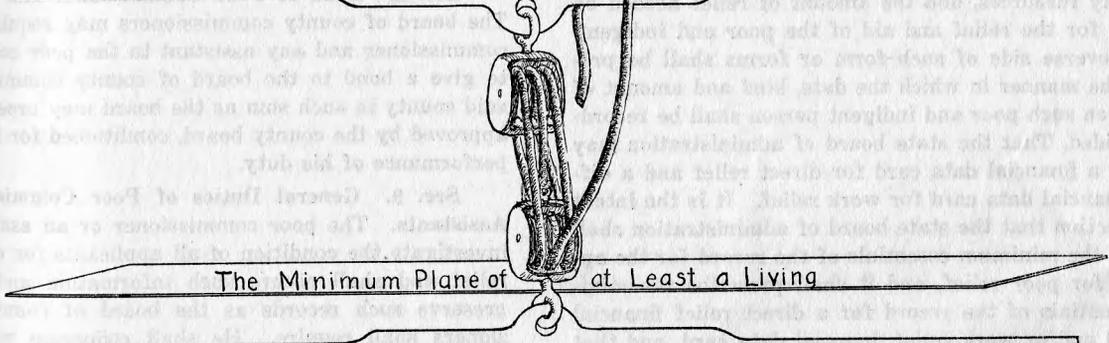
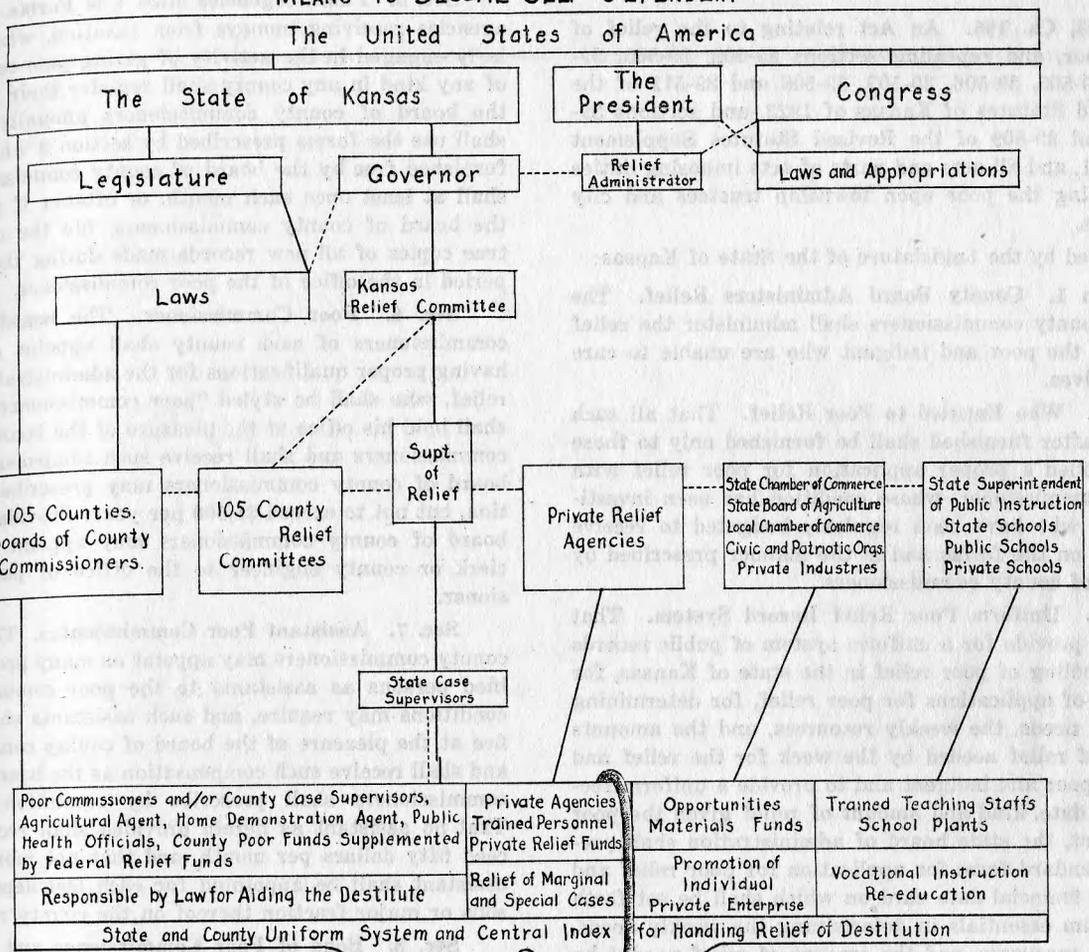
Previous to this new law there were five methods used to minister poor funds in Kansas:

1. Relief was dispensed through township trustees and mayors in second class cities.
2. Funds were administered directly by the county commissioners.
3. A commissioner of the poor, salary \$500 a year and qualified as a voter, was used in seventeen counties during early 1933.
4. Relief was administered by the Red Cross in cooperation with the county commissioners who paid all bills.
5. Relief was administered by joint control of the Red Cross and county commissioners, each contributing for the support of funds used.

By a single stroke the legislators have tried to bring centralization out of chaos. The change is now occurring.

ORGANIZATION FOR RELIEF OF DESTITUTION IN KANSAS

AIDING SUCH PERSONS BY INSTRUCTION AND OTHER HELPFUL MEANS TO BECOME SELF DEPENDENT



Traditional aid and relief organizations are now given the opportunity for amalgamation and cooperation or disorganization.

Who will be the commissioner of the poor? Will he be a local humanitarian or an outside trained expert? He should be trained, by all means, but are there enough experts to go around?

The emergency measure has placed a wonderful opportunity to bring about needed systematization of our state, county, and local relief program. The extent to which the opportunity will be utilized remains to be determined as the newness of the measure makes it impossible to more than predict at present. The plan of organization for relief of destitution in Kansas is shown on the preceding page.

THE SITUATION EXISTING IN HARVEY COUNTY, KANSAS, DURING THE PAST SCHOOL YEAR

Introduction

Harvey County, located in southern central Kansas, is built around a county seat town of Newton (about 11,000 population) and includes five smaller towns with surrounding farming communities, railroad units, workers, and other institutions. In Newton are the majority of the population

and most of the social problems. Unemployment with consequent destitution is one great item. Thirty-six churches are struggling for existence. Almost one hundred organizations are attempting to give aid to the needy in various ways.

This community is made for the greater part, of a homogeneous group of sober, industrious, and religious people of which the Mennonites are most numerous. The railroads, shops and units, the grain mills, and business houses make up the principal employment agencies. Newton is located on highways U. S. 50S and U. S. 81. The Santa Fe Railroad has shops and a division point here. Newton is about a half hour's automobile ride from Wichita, Hutchinson, and McPherson. The frugal people of Newton have built community pride in their chief occupations and institutions. The school system is recognized as outstanding in the state under the able guidance of John B. Heffelfinger, who has been superintendent for the past ten years.

Newton's good schools have caused a big problem during the past two winters. Outlying oil fields frequently shut down; and the oil workers, desirous of procuring the best for their children in education, move in under almost destitute conditions in order to take advantage of the educational opportunities. Another institution, the railroad, has

caused a large unemployment problem. Many workers, thinking that their jobs were permanent, suddenly found the pay checks stopped and years of seniority amounted to nothing. Curtailment of railroad income inevitably meant reductions in expense through cuts in wages and a decrease in the number of employees. This is also true of the mills and other institutions in general.

The problem of the school was to have the pupils so cared for physically as to enable them to attain proper mental development.

The School System in Newton

The average enrollment was approximately 2700 pupils in the five grade schools, one junior high school, and one senior high school. The average teacher load is thirty-one pupils in the entire system. In the grades the minimum load was eighteen to nineteen pupils in the opportunity room. The maximum load was forty-five in one sixth grade. Railroad tracks and through highways made transfers to relieve congestion difficult.

The teaching force in the past two years has been reduced approximately eight per cent, without reducing opportunities for pupil participation, by increasing the

teaching load to the maximum. Married women teachers have been removed from the system and replaced by men or single women and using well qualified local talent.

Faculty in 1931-32 92

Faculty in 1932-33 87

Faculty in 1933-34 will be 85

Reduction 7

The enrollment of the various schools is shown in Table I; and the total enrollments by months compared with the previous year, in Table II.

Health Work in the Public Schools of London, England

"The passage of the education act of 1907 made the board of education the responsible authority in regard to arrangements for discovering causes of backwardness in children on the part of local authorities. From the beginning the board took a broad view of the work and more and more the school medical inspection was treated as an important part of a greater system. This system includes all efforts made by the state for the physical betterment of the race. Questions of social and industrial hygiene, of eugenics, of physical education, and of general public health all form a part of the great work.

"From the beginning, also, it has been the aim of the British system to relieve children suffering from hunger,

Table I. Enrollment of the various schools in September, 1932.

Grade Schools

Grade	Cooper	McKinley	Lincoln	Roosevelt	Washington	Total Belonging	Last year	Change
Kindergarten	51	43	47	30	29	200		
First	57	46	64	33	29	229		
Second	61	57	55	30	31	234		
Third	73	52	25	32	30	212		
Fourth	40	40	45	40	35	200		
Fifth	56	39	42	35	31	203		
Sixth	83	90	45			218		
Special Room	18					18		
Total	439	367	323	200	185	1500	1546	-46

(14 dropped out the first month so total enrollment = 1514 pupils)

Junior High

Seventh	217						
Eighth	187						
Total	404	Drops - 2	Belonging - 402	Last year - 380	Change - 22 gain		

Table I. Continued.

Senior High

Freshman	243				
Sophomore	236				
Junior	182				
Senior	147				
Specials	45				
Total	853	Drops - 11	Belonging - 842	Last year - 784	Change - 58 gain

Table II. Total enrollment by months compared with previous year.

Year	Month	Enrollment	Belonging	Change
1932	Sept.	2771	2744	
1931	"	2737	2710	+34
1932	Oct.	2757	2730	
1931	"	2743	2708	+22
1932	Nov.	2748	2721	
1931	"	2729	2702	+19
1932	Dec.	2746	2701	
1931	"	2720	2683	+18
1933	Jan.	2735	2682	
1932	"	2758	2701	-19
1933	Feb.	2691	2652	
1932	"	2704	2656	- 4
1933	Mar.	2675	2646	
1932	"	2676	2631	+15
1933	April	2656	2617	
1932	"	2644	2613	+ 4
1933	May	2619	2587	
1932	"	2619	2599	-10

disease, and infirmity, as well as to discover the cases needing relief. In this effort equal care has been taken to minister to the needy child and, at the same time, protect the state and the private practitioner from imposition. The treatment provided by the state is thorough. It does not stop with the present condition of the child, but seeks the cause in the home conditions, the social or industrial environment of the child in the belief that the removal of the cause may prevent a recurrence of the condition. If a school child is the victim of filthy conditions in his home, the whole family may be taken to the cleansing station for treatment and the home itself subjected to a complete renovation. Such is the British idea of treatment in the broad sense; and while not all authorities are doing such a thorough work, it is the universal aim.

"Everywhere, also, the authorities are guarded against pauperizing the parents. In everything that the schools do to improve the physical welfare of the child, the parent is called upon and is urged to bear part of the expense if it is possible for him to do so.

"The proper coordination, subordination, and correlation of the different branches of the work are emphasized in all instructions issued by the board of education. The two great departments of health--the general health department

and the school department--are urged to work in harmony. A majority of the local education authorities have made the medical officer of health for their area the school medical officer; and where this has not been done, hearty cooperation between the heads of the two departments is required. The disposition to follow the instructions of the board are signally illustrated by the action of the London County Council, which in 1911 placed the control of the school medical work under the county medical officer of health, with results which are commended in the latest report of the chief medical officer, as follows: The most noteworthy feature of the policy of unification has probably been the more intimate relationship which it has been possible to effect with the local medical officers of health, leading to more uniformity in methods of procedure in dealing with outbreaks of infectious diseases in the schools; and as an instance of this, it may be mentioned that the powers of school closure conferred upon local sanitary authorities are now very rarely utilized.

"The authority given to the board of education in respect to the medical inspection of schools is explicit; no school medical officer can be employed without the approval of this body, and no plan of medical inspection can be put into operation without first passing under the

scrutinizing eye of the board's medical staff. All plans of school feeding must also be passed on by the board before they can be put into operation by a local authority if they provide for an expenditure out of the rates (local taxes). Thus the board of education has control of one branch of health work, while the general health officers have charge of the other; and they work in close union for the amelioration of suffering and the upbuilding of the manhood of the nation."⁽¹⁾

No school in 1900 had ever heard of a school nurse, for no city in the world employed one; but by 1911, seventy-six American cities had a corps of school nurses as permanent parts of their educational forces, and forty-eight cities employed staffs of school dentists. Schools receive what they pay for. Whatever sort of public service is worth having is worth paying for.

Standards of school health work according to L. P. Ayres in use in 1911 are:

1. Organization with a medical officer and nurse or nurses.
2. Organization with school nurse or nurses.
3. Organization by the employment of a simple, non-

⁽¹⁾ Roberts, E. L. Medical inspection of schools in Great Britain. Washington, D. C. Government Printing Office, p. 55-56. 1917.

technical health survey on the part of the teachers only. Such a survey is provided by a series of questions based upon ordinary observation of physical and mental conditions.

"Health is the fundamental prerequisite for both individual and social happiness and efficiency. It stands in such intimate and vital relationship to existence itself and to the first law of life, self-preservation, that it must ever be a foremost problem of individual and social policy. The primary business of a sick man is to get well and to stay well. Likewise, the primary business of the public and others is to provide for healthful conditions and healthy lives. Private and social practices which preserve and promote health and abundant life is, from this standpoint, good; that which contributes to ill health or race degeneracy though it bring forth some of the best of the goods of life is wrong. Theoretically, at least, everyone will agree with the thought emblazoned in great letters over the stage in Der Mensch building at the International Hygiene Exhibition at Dresden: No Wealth is Equal to Thee O Health."⁽¹⁾

The School Health Nurse

Without question the school nurse is the most active

⁽¹⁾ Rapeer, Louis W. School health administration. Columbia University Press, p. 17. 1913.

social worker in the school system. The social work of the Newton public schools is under the direction of Miss Dorothy Rohrer, R. N., supervised by Supt. J. B. Heffelfinger. Direct contact is made during each school day with each of the seven school units of the school system. Emergency calls receive immediate attention at any time.

The routine work of the nurse includes checking first aid chest in each school unit and supplying materials for care of accidents; checking "Requests for Information" ordered by various teachers when pupils have been absent for three days; weighing all pupils each six weeks; taking all heights at the opening of school, mid-year, and at the close of the term; inspection of questionable cases for contagious diseases and elimination from school when necessary; dental and physical examinations annually; and home visitations in between times.

The nurse goes into the homes and follows up contagious cases and recommends and provides aid, i. e. shoes, clothes, and food where necessary. Aid is given where the nurse determines from home contact that it is imperative.

The school nurse is also truancy officer of the school system, thus having authority to enforce school attendance where the state laws are violated. To investigate and report back to the teacher following a pupil's third day

absence, the nurse uses information from the blanks, "Requests for Information" (Example 1), filled out by the teachers. In times of near epidemics two day absences cause these requests, in order to get the trouble under control more quickly. The nurse knows home conditions and has had charge of the expenditure of the shoe and clothing funds of the Rotarians, Teachers' Club, and a few individual benevolent gifts, cooperating with the building principals and the superintendent. Needy cases are reported by teachers, parents, or children; and the nurse is asked to investigate before remedial measures are made.

Each pupil that enters Newton schools has a cumulative "Personal History Record" (Example 2) kept on file. This is filled out by the pupil's first teacher and is added to each year by succeeding teachers as the pupil progresses through the system. This makes a complete health record.

The nurse has each teacher report to her through a form called "Teacher's Self-appraisal of Work in Health Education" (Example 3).

During the first ten minutes of each school day the pupil fills out his own "Health Chart" (Example 4). Each chart covers a six week period and is summarized on the six week report card to the parents as satisfactory or unsatisfactory and also acts as a medium for investigation where

NEWTON CITY SCHOOLS
Health Education

REQUEST FOR INFORMATION

To the Supervisor of Health:

Date_____

Please report to me concerning_____ enrolled in
the_____ grade_____ Building. Residence _____

PROBLEM

Signed _____
Teacher

REPORT

Date_____

(Signed) _____

Example 1

Personal History Record

NEWTON CITY SCHOOLS

NEWTON, KANSAS

Pupil's Name Sex Birthplace Date of Birth Birth Recorded

Entered from Date Transferred to Date

(If Entering District.) (If Leaving District.)

	Date	School	Teacher	Home Address	Phone
Kg.					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

10-32-3M.

SETTING AND EARLY HISTORY

Residence: own home (1) _____ foster home (2) _____ institution (3) _____ boards (4) _____
(Specify preceding changes if any.)

Healthy baby? _____
(Specify if not.)

Normal development _____
(Specify if otherwise particularly retarded dentition and other evidences of malnutrition.)

Previous Illnesses: (check those the child has had, underscore if severe or frequent) _____
 Measles, diphtheria, malaria, hookworm, influenza, chorea, discharging ears, mumps, scarlet fever, typhoid, pellagra, inf-paralysis, rheumatism, cardiac, chicken pox, whooping cough, small pox, pneumonia, meningitis, tuberculosis, tonsilectomy, other operations: _____

FAMILY:

Father: Own? _____ specify if other _____

Name _____ Race _____ Nationality _____

Occupation (when employed) _____ Employer _____

Standing in community high, average, or xx _____ Normal earning capacity large, medium, small, indigent _____

Build: tall, medium or short? _____ Thin, medium, or stout? _____

Health history: Good, fair, poor _____ Specify handicaps _____

Affiliations: (social, religious, fraternal, etc.) _____

Interests other than occupational _____ Noteworthy accomplishments _____

Interest in child strong, medium, or small _____ method of dealing with child: excellent, fair, or poor _____

Subsequent Notes: _____

Mother: Own? _____ Specify if other _____

Name _____ Race _____ Nationality _____

Occupation (when employed) _____ Employer _____

Standing in community high, average, or xx _____ Normal earning capacity large, medium, small, indigent _____

Build: tall, medium, or short? _____ Thin, medium, or stout? _____

Health history: Good, fair, poor _____ Specify handicaps _____

Affiliations: (social, religious, fraternal, etc.) _____

Interests other than occupational _____ Noteworthy accomplishments _____

Interest in child strong, medium, or small _____ method of dealing with child: excellent, fair, or poor _____

Subsequent Notes: _____

Brothers and sisters: Ages (boys) _____ (girls) _____

Health history, present health and physical development: Note any significant deviation from normal _____

Mental and social development apparently normal, _____ Specify if otherwise _____

Subsequent Notes: _____

x=See Specific notation. xx=See Confidential office record.

HOME ENVIRONMENT

	K	1	2	3	4	5	6	7	8	9	10	11	12	Specific Notations
1. Neighborhood														
Exclusive (1), well-to-do (2), poor but thrifty (3), shiftless (4), squalid 5														
2. Home														
General atmosphere pleasant (p) or xx														
Material comfort: luxury (1), comfort (2), poverty (3), destitution (4)														
Culture: high (h), commonplace (av.), crude (cr.)														
Hygiene														
Cleanliness inside house satisfactory (s) or unsatisfactory (u)														
Cleanliness outside house satisfactory (s) or unsatisfactory (u)														
Heating: satisfactory (s) or unsatisfactory (u)														
Lighting: satisfactory (s) or unsatisfactory (u)														
Ventilation: satisfactory (s) or unsatisfactory (u)														
Garbage disposal: satisfactory (s) or unsatisfactory (u)														
Toilet (Satisfactory if indoor or screened) satisfactory (s), unsatisfactory (u)														
Water on premises: yes (y) no (n)														
Water in house: yes (y) no (n)														
Hot water: yes (y) no (n)														
Bathtub: yes (y) no (n)														
Screening: satisfactory (s) unsatisfactory (u)														
Sunny: satisfactory (s) unsatisfactory (u)														
3. Teacher's contacts														
Source of information here recorded														
Home visit														
Phone call														
Personal contact elsewhere														
Nurse report														
Report of other social agencies														
Conversation with pupil himself														
Other (x)														
4. Attitude of home														
Friendly with effective cooperation														
Friendly, but cooperation ineffective														
Indifferent														
Antagonistic														
5. Experiences of social or corrective agencies with family or child, xx														

x=See Specific Notation. xx=See Confidential office Record.

THE PUPIL—MENTAL CHARACTERISTICS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Specific Notations
School progress (grade for age)														
accelerated (ac) normal (n) retarded (r)														
Ability (teachers estimate) High (h) av. (av.) low (l)														
Standard Tests high (h) average (av.) low (l) x														
Fundamental preparation satisfactory (s) unsatisfactory (u) x														
Habits of work, effective (e) ineffective (in.)														
Rate of work, rapid (r) medium (m) slow (sl.)														
Fatigues easily; yes (y) no (n)														
Tenacity of purpose, strong (s), medium (m), weak (w)														
Self confidence, strong (s) medium (m) weak (w)														
Cultural quality, fine (f) ordinary (or) crude (cr.)														
Imagination strongly developed (s) medium (m) apparently lacking (a)														
Imagination (type) inventive (in.) esthetic (es.) dramatic (d)														
Sense of humor strongly developed (s) medium (m) lacking (o) perverted xx														
Special Interests or Aptitudes														
Academic subjects x														
Homemaking (h)														
Music (m)														
Debating (db)														
Child care (ch)														
Art (a)														
Writing (w)														
Nursing (n)														
Dancing (d)														
Crafts (c)														
Cooking (ck)														
Dramatics (dr.)														
Mechanics (mech)														
Sewing (s)														
Athletics (ath)														
Camera (cam)														
Campfire (cf)														
Sports (sp) x														
Collecting (col) x														
Others x														
Special accomplishments or distinctions x														
Outside activities (amount) excessive (ex) medium (m) none (o)														
Adult ambitions or purpose (vocational) x														
Heroes or Ideals (x)														
Motivation (incentives to best effort)														
Interest in the work itself (1)														
Desire to please classmates (4)														
Personal ambition (2)														
Emulation (5)														
Desire to please adults (3)														
Altruism (6)														
others x														
THE PUPIL—SOCIAL CHARACTERISTICS														
General school citizenship (s) or (u)														
Attitude toward fellow students (s) or (u)														
Attitude toward teachers (s) or (u)														
Attitude toward parents (s) or (u)														

x=See Specific Notation. xx=See Confidential office Record.

TEACHER'S SELF-APPRAISAL OF WORK IN HEALTH EDUCATION

Teacher _____

Date _____

Period 1 2 3 4 5 6 Total

1. Is the daily program on the door?
2. Does it include morning health supervision period?
3. Are the first 10 to 15 minutes devoted to the morning routines exactly as specified in Units II & IV?
 - a. morning health inspection
 - b. health-behavior checking
 - c. personal conference with individual or group discussion?
4. Does it include also a period for health instruction or use of the supplementary reading according to the grade?
5. When you enter the room from outdoors does the air feel fresh and odorless?
6. Is the temperature uniform thru the room?
7. Is it 70 degrees or less?
8. Is there a thermometer in working order in your room?
9. Do pupils remove all wraps?
10. Are the blackboards and chalk trays free from accumulated chalk dust?
11. Do pupils ever clean erasers?
12. Are the desks, floor, and air free from dust?
13. Are the blinds kept adjusted to the changing light during the day?
14. Does unshaded artificial light ever shine directly into any pupil's eyes?
15. On unusually dull days is the work adapted to the poor light?
16. Are all near-sighted pupils, or any of sub-acute hearing seated near the front?

Period	1	2	3	4	5	6	Total
1. Is the daily program on the door?							
2. Does it include morning health supervision period?							
3. Are the first 10 to 15 minutes devoted to the morning routines exactly as specified in Units II & IV?							
a. morning health inspection							
b. health-behavior checking							
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12. Are the desks, floor, and air free from dust?							
13. Are the blinds kept adjusted to the changing light during the day?							
14. Does unshaded artificial light ever shine directly into any pupil's eyes?							
15. On unusually dull days is the work adapted to the poor light?							
16. Are all near-sighted pupils, or any of sub-acute hearing seated near the front?							

Example 3

1. 2. 3. 4. 5. 6. Total

17. Are all pupils properly seated?

That is:

- a. all feet flat on floor or on support such as box or block?
- b. Knees and elbows at approximately right angles?
- c. books and deskwork at an easy eye distance?
- d. back of seat afford support in erect posture?

18. Are all pupils clean as to face, hands, teeth and clothing?

19. Is there a convenient mirror which is used routinely in encouraging cleanliness?

20. Is there much, little or no chewing of finger, pencils, handkerchiefs, gum, etc.?

21. Are pupils with colds, eruptions or other signs of possible illness excluded from the room at once?

22. How many "request for visit" slips have you used this period?

23. Is there among the pupils a spirit of interested effort?

24. Are the pupils' health records being marked sincerely?

25. How long do you allow an inaccuracy in marking a specific item to continue?

26. Can the pupils give the essentials of health behavior and reasons for considering them essential?

27. Do they know their lost weight and gain?

28. Do they know the connection between health behavior and gain in weight or failure to gain?

29. Is the atmosphere one of comfortable good fellowship among pupils and between teacher and pupils?

30. Is there an absence of nervous tension?

	1.	2.	3.	4.	5.	6.	Total
17. Are all pupils properly seated? That is: a. all feet flat on floor or on support such as box or block? b. Knees and elbows at approximately right angles? c. books and deskwork at an easy eye distance? d. back of seat afford support in erect posture?							
18. Are all pupils clean as to face, hands, teeth and clothing?							
19. Is there a convenient mirror which is used routinely in encouraging cleanliness?							
20. Is there much, little or no chewing of finger, pencils, handkerchiefs, gum, etc.?							
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27. Do they know their lost weight and gain?							
28. Do they know the connection between health behavior and gain in weight or failure to gain?							
29. Is the atmosphere one of comfortable good fellowship among pupils and between teacher and pupils?							
30. Is there an absence of nervous tension?							

	1.	2.	3.	4.	5.	6.	Total
31. Is classroom life sufficiently informal, allowing for individual differences in fatigueability?							
32. Are harsh, or strident, voices <u>ever</u> to be heard in the room?							
33. Is there in the kindergarten and first grades provision for lying down rest?							
34. At recess time are all children out at play?							
35. On the playground is every child included in active big muscle play?							
36. Are play activities balanced, including balanced (a) running (b) jumping (c) throwing (d) climbing?							
37. In stormy weather are active games played indoors with open windows unless it is actually raining or snowing into the room							
38. Is motivation of health instruction sound without artificial incentives such as stars, contests, or other non-educational devices,							
39. Have all the children read or heard read the supplementary material provided for your grade?							
40. Are there checks in your desk copies of the regular textbooks (other than health) indicating places where you make incidental reference to health?							
41. In correlation of health with other subjects is the connection real, never strained or forced?							
42. Are all "personal records" up to date?"							
43. Are there some fresh observations for this period on each?							
44. HAVE YOU THOUGHT OVER AND PLANNED FOR EACH PUPIL AS A WHOLE SO THAT EACH ITEM OF EFFORT WHICH YOU PUT FORTH FOR HIM IS IN FOCUS THEREFORE EFFECTIVE?							

health habits are faulty and where the necessities of life are not provided at home.

Summarization of the work of the school nurse in caring for 2700 school pupils in Newton during the school year, 1932-33:

Home visitations	1351
Absence calls	625
Communicable disease calls	146
Correction, attendance, and investigation calls	102
Social service calls	160
Miscellaneous calls	37
Calls to doctors' offices in behalf of children	20
Trips made in behalf of care of crippled children	8
Hours spent giving instruction to home nursing classes	30
Communicable disease isolations	178
Chickenpox	75
Diphtheria	2
Eye trouble, communicable	7
Meningitis	1
Mumps	53
Infantile paralysis	1
Scarlet fever	14

Skin diseases, commu- nicable	21
Tracoma	1
Whooping cough	<u>3</u>
	178

One hundred sixty-seven children had defects remedial during the school year (tonsils, vision, and teeth.)

Dental inspection covered 2519 pupils. The following are some of the results of dental inspection:

3507 cavities were found in permanent teeth

4112 cavities were found in deciduous teeth

672 pupils had no cavities in teeth

In 1931-32, 71.6% of pupils needed dental work

In 1932-33, 77.3% of pupils needed dental work

Board of Education

During the first two weeks of school, slips of paper were sent home to the parents by pupils unable to buy their own books and school supplies. This note stated that the parents were absolutely unable to furnish necessary books and supplies. The notes were signed by parents and returned to the teachers who gave them to the principal. The principal, in turn, had them approved by the health nurse before purchases were made and charged to the board of education.

The board paid for books and supplies totaling \$650.84 in 1932-33. During 1931-32 the bill amounted to over \$500.00. These books remain the property of the schools and are carefully checked in at the end of the year for placement where needed the following year. Many supplies are not usable the second year, however, and have to be purchased again. The board also furnishes all geographies, reading table books, and supplementary readers. These books are carefully repaired with mending tape, and heavy manila covers are used to increase the lasting powers of these books. The good of the child is kept in mind by the board of education, and democratic opportunities are provided for all in the school room. The board also permits school children to donate canned foods, fruit, and vegetables at Christmas time to give to the Associated Charities for needy families, thus promoting Christmas spirit by sharing with others.

Parent Teachers Association Work

Closely associated to the schools is the work of the P. T. A. There are five grade school P. T. A.'s and an active one in the junior high school. The senior high school does not seem to be able to interest many in this

organization. Each P. T. A. has its own officers and over all is a P. T. A. board with the president acting as director of all. A minimum of seven monthly meetings is held in each school during the school year.

Cooperating with school principals, teachers, and health nurse the P. T. A. has accomplished a great deal during its first year of relief work. Here are some of the accomplishments:

1550 garments were given to pupils during the school year.

The Red Cross gave the P. T. A. 56 yards of outing flannel, 70 yards of muslin, 1 dozen small coveralls, 22 pairs of knickers, 5 dozen stockings, $1\frac{1}{2}$ dozen boys' suits of underwear, $2\frac{1}{2}$ dozen ladies' hose for junior high school girls, $14\frac{1}{2}$ yards of print, 53 yards of shirting, 3 dozen children's socks, $2\frac{1}{2}$ dozen bloomers, $4\frac{3}{4}$ dozen girls' underwear.

Groceries were donated to twenty-eight needy families at Thanksgiving.

7 coats were donated.

3 sweaters were donated.

15 pairs of new shoes were provided and paid for.

15 pairs of old shoes were repaired and paid for.

8 pairs of used shoes were provided.

All P. T. A.'s called in old school books not in use, and these were placed in the hands of needy by principals and teachers.

One P. T. A. worked out a program for serving hot lunches for grade children during cold weather. A schedule was followed and the mothers served donated foods.

In sewing garments the mothers worked in cooperation with the teachers. Pupil measurements and fittings were made at school. The sewing was done by mothers who met regularly. Scraps of goods were made into mittens, so nothing was wasted.

A great amount of suffering was allayed and enjoyment was given the P. T. A. workers who were doing what they could. Credit must be given to this organization for entering into social work for the pupils, and many pupils were permitted to remain in school who otherwise would have had to drop out. The real value of this work cannot be measured. Plans are being formulated for more intensive and extensive work next year if the emergency still exists.

The Teachers' Club

The teachers of Newton have a club that consists of 100% of the faculty. In addition to functioning as a social and professional unit, some relief work was accomplished.

The teachers donated \$77.61 (almost \$1 apiece) for a shoe fund. A picture show was sponsored by the club--put on by Dr. Miller, a noted English lecturer and explorer, and his wife, both working for the British Museum of London. This picture showed life in the Malay peninsula. The school children were sold ten cent tickets, and all who couldn't buy were invited at the last minute to be the guests of the teachers, so 100% enjoyed it. Sixty-five dollars were cleared by the club through this project, and the total amount the teachers spent through the pupil shoe fund was \$142.61. This was paid out by the superintendent on the recommendation of teachers working through the principals and health nurse.

Some individual assistance was given by teachers early in the year before relief funds were available. The Teachers' Club also contributed 100% to the Red Cross, the tuberculosis Christmas seal drive, and the Y. M. C. A. fund.

Shoe stores and repair shops all made 10% reductions to organizations providing for needy and destitute children.

County Work

Harvey County relief work goes through the county commissioners. There is a list of families aided, but no particular attempt is made to itemize the relief given. Totals were made each month; and when funds were exhausted, the relief work was carried on by other agencies. No indexed record is kept. A statement of the county work from December, 1932, to the end of May, 1933, may be found in Table III.

Statement of Harvey County Poor Farm:

20 inmates during 1932

Expenditure for county farm.... \$4,182.19

Income from county farm..... \$252.43

Total cost of county farm..... \$3,929.76

Average cost per inmate..... \$196.49

The Work of the Associated Charities

Since 1896 the work of the Associated Charities of Newton has been under the guidance of Mrs. S. M. Wilson. No one has ever been refused a request for aid where means were available for help. The county gives the Associated

Table III. Statement of county work from December, 1932, to the end of May, 1933.

	December	January	February	March	April	May	Total six months
Families aided	284	335	325	332	not available	not available	319*
Non-family persons aided	73	71	47	47	"	"	59.5*
Relief given	\$2766.58	\$2947.98	\$3005.62	\$3484.55	\$2806.75	\$2734.22	\$17,745.70
Families	\$2346.01	\$2570.13	\$2534.87	\$3058.71	not given	not given	\$17,745.70
Non-family	\$420.57	\$377.85	\$470.75	\$425.84	"	"	
County poor fund	\$1885.58	\$1715.05	\$1655.37	\$1693.95	\$1485.75	\$1913.47	\$10,349.17
Flour	\$44.00	\$51.60	\$44.00	\$57.60	\$54.00	\$44.00	\$295.20
Wood	\$189.00	\$195.00	\$257.00	\$210.00	\$116.00	\$36.00	\$1003.00
Federal aid	\$648.00	\$986.33	\$1049.25	\$1523.00	\$1151.00	\$740.75	\$6098.33
Total relief	\$2766.58	\$2947.98	\$3005.62	\$3484.55	\$2806.75	\$2734.22	\$17,745.70

*Average for 4 months.

$1\frac{1}{2}$ hours work on the wood pile earned 1 sack of Red Cross flour.

4 hours work on the wood pile earned 1 load of fuel for workers.

In December, 1931, 78 families were aided; same month a year later, 357 families were aided = 485% increase in dependent families.

In January, 1932, 82 families were aided; same month a year later, 406 families were aided = 495% increase in dependent families.

Charities \$20.00 every month to make purchases as Mrs. Wilson sees fit. This organization of organizations has functioned under Mrs. Wilson's leadership for the past thirty-seven years, and great credit goes to her for meeting the needs of the needy.

A summarization of the work since October 1, 1932, follows:

91 calls for investigation and aid.

Over 100 children helped so that they could remain in school and Sunday school.

11 pairs of new shoes furnished.

79 school dresses given.

52 pairs of men's socks.

18 coats for girls and women given and fitted.

9 partly worn suits for men placed.

52 union suits for men and boys given.

48 pairs of new overalls.

32 pairs of new pants.

11 overcoats.

17 comforts made by organizations.

10 blankets.

4 mattresses

3 stoves

3 homes fitted so people could live in them.

100 good dinners on Thanksgiving.
80 good dinners on Christmas.
2000 pieces of clothing that had been fumigated.
18 transient women were cared for.
10 children were cared for.
29 men were cared for.
16 destitute families were given care.
25 bushels of seed potatoes were given for planting.
600 lbs. of beans were given to needy.
100 lbs. of rice were given to needy.
200 lbs. of macaroni were given to needy.
28 coffee cans full of lard were also given away.
Over 1550 gallons of milk were given to needy who
called for it bringing their own containers.

The Work of the Chamber of Commerce and Red Cross

The Chamber of Commerce and Red Cross work through one office, and they give their services to the Associated Charities, county, P. T. A., and other organizations offering aid and advice where possible. Many outside individuals make applications to the Chamber of Commerce. Mr. Hamilton, secretary of the Chamber of Commerce, also has charge of federal aid for Harvey County and has handled the

county's reforestation aspirants. Inadequate records made it almost impossible to get the itemized work of these organizations, but it shows up in other places in this report.

Federal aid was furnished through this office for city and county work. The city permitted three days work a week at \$2.00 a day, and the county permitted two days a week by one individual at the same rate. The city averaged sixty men a week and the county averaged one hundred and twenty men a week.

This office estimates five hundred families in the county were aided during the winter 1931-32. During 1932-33, one thousand families were aided. More families deserved aid, but they were getting along in extremely reduced circumstances. This office looks upon the new law providing for a poor commissioner working through the county commissioners as a God-send to practically every community in Kansas, because it places the responsibility where it should be placed and provides for systematic centralization.

Rotarian Work

The Rotarians, in addition to regular work, also sponsored Boy Scouts and summer camp trips. In addition

they contributed \$76.25 to a new shoe and shoe repair fund. The year before 1931-32, they contributed \$69.41 for the same cause.

The principals or health nurse could take a needy child's shoes to a designated shoe repair shop, have them repaired, and present the bill to the superintendent of schools who, in turn, presented the bill to the treasurer of the Rotarians for payment.

Federation of Churches

The Ministerial Alliance is organized for the purpose of providing cooperative church work in the city and works for the spiritual up-lift of all who are interested and attempts are made to interest others. The churches give what they can to their needy. Thanksgiving and Christmas are times when the hungry physically are aided. Each church takes care of its own members as far as possible.

Week day Bible school aids approximately 90% of the school children in right thinking and right doing. Sincere effort is made on the part of this organization to cooperate and better the community.

No data were collected from the churches, because no adequate records are kept and attempts were futile. The

Ministerial Alliance sponsors the Associated Charities and confines the work to the local needy in the county.

Elks Club

The Elks have given social relief, especially around Thanksgiving and Christmas, that has aided the needy. Fifty-four baskets of food were given to needy and deserving families. A study was made of the list of dependents, and the most deserving were aided. A basket of food contained 1 peck of potatoes, 24 lbs. of flour, 1 can of hominy, 5 lbs. of beans, a 5-lb. can of syrup, 3 lbs. meat roast, 10 lbs. of corn meal, 5 lbs. of ground wheat, 1 can of corn, 2 cans of evaporated milk.

An exchange store was organized in an empty building (rent free) and many donated garments found new users. Business firms donated \$150.00 to help this project. The hours of labor were all donated by the officers and members of the Elks organization.

Many garments, shop worn or out of style, were donated by Montgomery Ward & Co., J. C. Penney & Co., and other local stores in large enough quantities to meet the needs of many of the new poor.

A charity dance was given last fall, and \$35.00 were

cleared for use in aiding the needy. The Elks keep a record of all they do in relief work and try to prevent duplication of their own, but they sometimes overlap the work of various other relief groups.

Firemen

The fire department sponsored a matinee, admitting all children free if they donated a toy of some kind, broken or unbroken. These toys were collected in big trucks, taken to the fire stations, cleaned up, repaired, and painted. At Christmas time, over four big truck loads of toys were scattered over the city in the homes of poor children, thus the firemen made the Christmas of hundreds of poor little youngsters more pleasant.

Salvation Army

Under the guidance of Captain Hodson for the past twenty-five years, the Salvation Army in Newton has helped many of the county's unfortunates. Captain Hodson's experiences are second only to Mrs. S. M. Wilson's in years of work in charity work, and he understands conditions in Harvy County thoroughly. Funds are donated to the Salvation

Army by firms and individuals. All of these funds are well spent.

A shelter house was furnished to care and provide for unfortunates and those absolutely destitute. Old clothes, old furniture, anything usable or of value given to the Salvation Army was used to its best advantage for the aid of those under the sheltering wing of this organization.

At Christmas a free public dinner fed over 150 people who otherwise might have been hungry. Captain Hodson has long advocated the need of centralized cooperation in aiding the needy, for he is sincerely interested in helping mankind. The primary work of the Salvation Army is for the relief of transients.

THE MCPHERSON COUNTY UNIT SYSTEM

"McPherson County, a rural county with a county-wide welfare unit, launched an experimental program in January, 1932, which represents the most ambitious attempt in the state at rural community planning for transients. Responsibility is centered in a social work agency; housing is outside the city jail, except for the near vagrant type; and there is skilled private interviewing which singles out the man or boy with special problems and gives him individualized

service. The better type of transient boys and men are housed in carefully selected homes of clients or persons who are on the verge of dependency and have rooming house facilities. The cost of housing the homeless transient does double service as relief money, coming back to the client as client income. Other transients are housed in a working-man's hotel. All are given brief private interviews by a social worker. Where there is need for assistance, the social worker is quick to discover that need and make such investigation as is necessary. All able bodied men are expected to work a stint at the community wood pile."⁽¹⁾ Also, all are finger-printed, and a year ago one notorious criminal was found in this way.

McPherson County has all relief work centralized in the office of the Red Cross worker, who also has charge of truancy, delinquency, federal aid, reforestation service, and amalgamates the work of the Associated Charities, American Legion, and Elks Club.

This system represents, evidently, what the legislators intend to be the plan of the new work of the county commissioner of the poor, including records and case work.

McPherson used to be entirely a rural county. Discovery of

⁽¹⁾ Hand book of Kansas social resources. 1932. Page 163.

oil nearby led to social problems of a new type as the town and county were over-run. They have centralized their work in a splendid manner. No duplication is possible, no newspaper notoriety is sought, no jealousies of rivals is manifested, and investigations are made before any aid is given so all who receive are really in need.

Over a six months' period McPherson County, through its centralized organization, spent the following for relief work:

November, 1932	\$2547.76
December, 1932	2601.44
January, 1933	1885.61
February, 1933	1305.29
March, 1933	1813.26
April, 1933	1886.49
Total for 6 months' period	\$12,039.85

This is the total spent including all funds for social work. Itemized accounts of this forms a record of all work and is available in the office in the county court house, being kept by an expert. The present incumbent of this office is a trained expert who uses scientific methods.

PROSPECTS AND CONCLUSIONS

"Public out-door relief is coming back. Its return cannot be avoided, because cost of family welfare work has become too tremendous to warrant private agencies to attempt to assume responsibility for the entire task themselves. The public revenues must come to the aid of private philanthropy or the people cannot be adequately served. Accordingly the social workers of the country, when expressing themselves through the National Conference of Social Work or in other ways, no longer speak slightingly of public philanthropy. Rather they have become tolerant and indicate a determination to assist the public agencies to become more effective and more cooperative."⁽¹⁾

"Methods of social work have improved tremendously within a comparative short period of time. Public and private agencies now consult each other in respect to cases; neither travels an independent road; both use the common social service exchange; and the ideal is no longer the giving of relief but the development of capacity for self-support or the maintenance of decent standards so that

⁽¹⁾ Mangold, G. B. Social pathology. p. 97.

individuals may retain their self-respect.

"The era of indiscriminate giving has departed; even the age of discriminate giving with its autocratic methods and its cocksure classifications of applicants or suppliants into deserving and undeserving has all but disappeared. Instead, we find a chivalrous democratic attitude and a respectful interpretation of the experiences of the unfortunate with no effort to build up a program of behavior on a fictitious background. We have traveled far into the field of sympathetic understanding and no longer insist on the impossible. The social worker is becoming a true social physician who recognizes not only the symptoms but the factors responsible for those symptoms and then applies his remedy according to the conditions and circumstances of the patient.

"The rapid development of the philosophy that mutual progress requires mutual responsibility stimulates cautious but constructive treatment and assures a high degree of success. The needed cooperation between public and private agencies is no longer in the far distant future. With cooperation will come greater efficiency."⁽¹⁾

Opportunities for service in our complex civilization are many. The school administrators welcome a centralized

⁽¹⁾ Mangold, G. B. Social pathology. p. 97.

method of relief and are looking forward to the new law's being put into operation. Not that it will remove from the schools the perplexing problems that have arisen in the past, but it should provide a systematized authority that will enable better solutions for these problems when they arise. It will remove, we hope, the disorganization, duplication, and jealousies between agencies now operating. It will permit the needy to develop along lines of fairness rather than encouraging the formation of wrong habits and attitudes in appealing for help. It should more nearly enable the problems to be met for the good of society rather than for selfish interests. Amalgamation of the present agencies into one unit, centralized, with the head the commissioner of the poor, will be the goal and will require the utmost in cooperation of the entire forces now at work. If this is achieved and we have every reason to believe it will be, the welfare of the children in our public schools is assured.

There can be no easing up in the efforts now, for the need is greater than ever, and the next winter looks dark at present. Surely with proper leadership and guidance we will be better prepared than ever before to meet the needs.

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