

**College of Industrial Arts
The Texas State College for Women
Denton, Texas**

PROGRAM MATERIAL

FOR

PARENT-TEACHER ASSOCIATIONS

BY

VARIOUS DEPARTMENTS OF THE COLLEGE



COLLEGE BULLETIN

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SUGGESTION: FIRST PROGRAM FOR PARENT-TEACHER ASSOCIATION

F. G. JONES

- I. Election of temporary president and secretary
- II. Vocal or instrumental music by the pupils, teachers, or mothers
- III. Address: The influence upon the school of close co-operation between the home and the school—By the superintendent of schools
- IV. Address: What is the purpose of the Parent-Teacher Association and the Mothers' Club?—By the President of the Mothers' Club or her representative
- V. Music or reading
- VI. Discussion by the members—references:

All necessary details in regard to the aim, the organization or the successful operation of the Mothers' Club may be had from the small hand-book sent out by request, by the National and State Parent-Teacher Associations: The address of the State Secretary is:

Mrs. Duke Burgess, 2327 Oakland St., Ft. Worth, Texas.

The address of the National organization is:

National Congress of Mothers and Parent-Teacher Association, 1201 Sixteenth Street, N. W. Washington, D. C.

SUGGESTIVE TOPICS FOR EIGHT OR NINE MONTHLY MEETINGS

- I. Proper Food for School Children
- II. Suitable Clothing for School Children
- III. Games and School Grounds
- IV. Beautification of the School Premises. Within. Without

- V. Cultivation of Good Citizenship in the Home and School
- VI. Improvement of our School Laws
- VII. Religion in the Development of the Child
- VIII. Health of the Child

THE SCHOOL LUNCH, CITY

MISS ETHEL AUSTIN

Suggested Outline for City Schools

I. Suitable food for children of school age

A. Kind of food

1. Food must furnish material for fuel, that is, the child must be supplied with fats, sugars, and starches
2. Food must furnish material for building muscle and bone. This may be supplied in dairy products, fresh fruits, and green vegetables
3. Vitamines

B. Amount of food

1. The foods mentioned must be supplied in sufficient amounts, not only to maintain life, but to support a normal growth. Height and weight charts may be consulted to determine standards for the normal child

C. Precautions to be observed

1. There must be proper balance of foods given, not an overabundance of some kinds of foods and a lack of others
2. A more rapid and complete digestion is possible when stimulating foods are eaten first in the meal

3. Digestion is more normal when meals are served promptly and at regular intervals

II. The school lunch of town or city schools

A. Purpose

1. To make it possible for the student to be alert in his work
2. To furnish dishes which will be appetizing and nourishing
3. To supplement the cold lunch brought from home, or
4. To avoid the necessity of bringing lunch from home

B. Organization

1. Various plans may be suggested which have been successful in city school systems
2. The teacher of domestic science may supervise the work, and her food classes may prepare the dishes to be served
3. The teacher of domestic science may plan the menus and be held responsible financially for the lunch, but may hire help to do the work
4. A plan may be devised by which a part of the food is prepared by the classes and the remainder of the work done by hired help
5. The cost of the food and the help should be covered by the receipts for the lunch
6. The general plan in most schools is for the Board of Education to provide all the initial equipment, space for the lunch room, and the fuel for cooking

C. Equipment

1. The initial equipment should be adequate but not elaborate. The following are the essentials to be secured before starting the school lunch:
 - a. Large stoves
 - b. Large cooking vessels and containers
 - c. China
 - d. Silver
 - e. Trays
 - f. Tables
 - g. Benches or chairs

D. Benefits to be derived from the school lunch

1. When mothers are working, an adequate lunch cannot be carried from home
2. When children are allowed to purchase food at noon from shops near the schoolhouse, they pay very dearly for their purchases, and there is no one to guide them in their selection

E. Suggestions for the school lunch

1. The foods served should be simply prepared and nourishing
2. There should not be a large selection to confuse the child
3. There should be hot foods on the menu
4. The number of sweet dishes on the menu should be minimized
5. The teacher should take this opportunity to present the principles of table etiquette, even though desks be used for tables

REFERENCES

1. "The School Lunch, Its Management and Organization in Philadelphia"—Emma Smedley, Published by Emma Smedley, 6 East Front St., Media, Pa.
2. "Food Allowances for Healthy Children"—Lucy H. Gillett, Bureau of Food Supply, N. Y. Association for Improving the Condition of the Poor, Publication 115
3. "The School Lunch," C. I. A. Bulletin No. 97, Denton, Texas
4. "School Lunches"—Caroline Hunn and Mable Ward, Farmers' Bulletin 712, United States Department of Agriculture
5. "Food for School Boys and Girls"—Mary Schwartz Rose, Ph. D., Teachers College, Columbia University, 525 West 120th St., New York City
6. "The Lunch Hour at School"—Katherine A. Fisher, 1920 Bureau of Education, Washington, D. C.
7. "Household Arts and School Lunches"—Alice Boughton, Wm. Fell Co., Printers, Philadelphia, Pa.

The first reference given should be secured if possible, because it represents the school lunch problem for the city in a more comprehensive way than any book recently published. This book is also valuable for its bibliography

THE SCHOOL LUNCH, RURAL

MISS ETHEL AUSTIN

Suggested Outlines for Rural School

I. Suitable food for children of school age

A. Kind of food

1. Food must furnish material for fuel, that is, the child must be supplied with fats, sugars, and starches
2. Food must furnish material for building muscle and bone. These may be supplied by dairy products, fresh fruit, and green vegetables

3. Vitamines

B. Amount of food

1. Foods must be supplied in sufficient amounts, not only to maintain life, but to support normal growth
Height and weight charts may be consulted to determine standards for the normal child

C. Precautions to be observed

1. There must be a proper balance of foods given, not an overabundance of some kinds of foods and a lack of others
2. A more rapid and complete digestion is possible when foods that stimulate are eaten first in the meal
3. Digestion is more normal and the individual's condition is more healthful when meals are served promptly and at regular intervals

II. The school lunch in rural schools

A. Purpose

1. To supplement the basket lunch brought from home
2. To furnish a hot dish at noon
3. To render the entire noon repast more appetizing

B. Organization

1. Teacher may plan hot dishes and charge a small fee to cover cost of foods
2. A committee of students and teacher may plan dishes and may devise money-making scheme to cover expenses
3. Mothers of children may take over task and furnish materials from home

C. Equipment

1. School Board may buy all equipment, which need be very simple
2. Equipment may be loaned by parents of students
3. Children may bring individual china from home, and donations may be made of cookery vessels

D. Benefits

1. Children have been found to have better appetites and a desire to take more exercise
2. A keener interest is manifested in work, and rapid strides are made in scholarship

E. Suggestions

1. In starting the rural school lunch only the essentials in the way of equipment should be purchased, until it is past the experimental stage
2. At first only one simple hot dish should be prepared, preferably one which the children could easily make at home
3. The dishes prepared should contain the most nourishing foods, and the students should be taught the value of them
4. The pupils should in some manner have a responsibility in either the preparation or serving of the lunch
5. The teacher should take this opportunity to present the principles of table etiquette, even though desks be used for tables

BIBLIOGRAPHY

1. "Food Allowances for Healthy Children"—Lucy H. Gillett, Bureau of Food Supply, N. Y. Association for Improving the Condition of the Poor, Publication 115
2. "School Lunches"—Caroline Hunt and Mabel Ward, Farmers' Bulletin 712, United States Department of Agriculture
3. "Food for School Boys and Girls"—Mary Schwartz Rose, Ph. D., Teachers College, Columbia University, 525 West 120th St., New York City.
4. "The Lunch Hour at School"—Alice Boughton, Wm. F. Fell Co., Printers, Philadelphia, Pa.
5. "The School Lunch," C. I. A. Bulletin No. 97, Denton, Texas

With the references given above the subject may be covered very completely

SUITABLE CLOTHING FOR SCHOOL CHILDREN

MISS MATTIE CRADDOCK

Sent from Extension Office, Denton, Texas

1. "Appropriate Clothes for the High School Girl"—C. I. A. Bulletin No. 74, Denton, Texas
2. "How to Buy, Care for, and Use the Family Wardrobe"—C. I. A. Bulletin No. 79, Denton, Texas
3. "A Syllabus on Design"—C. I. A. Bulletin No. 73, Denton, Texas

REFERENCES

1. "Color is Important in Children's Clothes," Ladies' Home Journal, June, 1921, (page 54)
2. "Dressing Your Children," trimmings suggested, Woman's Home Companion, July, 1920 (page 74)
3. "Color in Dress"—Leona Hope (Bulletin), Extension Circular No. 35, University of Illinois, Urbana, Ill.
4. "What Dress Makes of Us"—Dorothy Inigly (Text), E. P. Dutton & Co., Publishers, 31 West 23rd St., New York City
5. "Principles of Correct Dress"—F. H. Winterburn, Harper & Brothers, Publishers, New York City (Text)
6. "Art and Ethics of Dress"—Eva O. Farnsworth, Paul Elder & Co., Publishers, San Francisco, California
 - I. Points to consider in selecting material
 1. Age of child
 2. Color
 3. Durability
 4. Laundering qualities
 5. Width
 6. Pattern
 7. Cost
 8. Purpose of dress
 9. Trimming

II. Characteristics of children's clothing

1. Attractiveness
2. Simplicity
3. Color
4. Daintiness
5. Suitableness
6. Washable
7. Cheerfulness

III. Suitable materials

1. Gingham
2. Percale
3. Serge
4. Nainsook
5. Lawn
6. Plaid taffeta
7. Linen (handkerchief or heavier)
8. Batiste
9. Organdy
10. Rep
11. Dotted Swiss

THE SCHOOL PLAYGROUND

EVELYN KENDRICK

- I. Song—America
- II. Address
- III. The value of play
 - A. Social
 - B. Mental
 - C. Moral
 - D. Physical
- IV. "The leisure time of the school child"
"Crime or sport"

- V. Song.
- VI. Functions of the playground
 - A. "The school playground a community center"
 - B. "The playground our citizenship laboratory"
 - C. "Games for the school ground"
 - D. "The summer playground"
 - E. "Playgrounds, city and rural"
- VII. Playground apparatus
 - A. "Home-made equipment for the playground"
 - 1. Advantages
 - 2. Some inexpensive playground apparatus
- VIII. The advantages of supervised or directed play
 - A. Contributes to social development
 - 1. Teaches fairness, sense of "give and take"
 - 2. Develops regard for leadership
 - 3. Develops gang and group instincts
 - 4. Brings social pleasure
 - B. Contributes to physical development
 - 1. Should give proper exercise for both weak and strong children
 - 2. Should be not merely athletics, but should offer real physical culture to all children
 - 3. Insures recreation of the proper kind

REFERENCES

- III. The value of play
 - A.
 - 1. Playgrounds and Proceedings, Yearbook, 1909, Vol. III, pp. 119-120, C. I. A. Library
 - 2. "Education through Play," Henry S. Curtis, Chap. IV, pp. 56, 78, 80, The Macmillan Co., New York City

B.

1. "Education through Play," Chap. III, pp. 47-58, pp. 64-66
2. Playground Proceedings and Yearbook, Vol. III, p. 120

C.

1. Playground Proceedings and Yearbook, Vol. III, p. 121
2. Curtis—"Education through Play," pp. 68-76 and Chap. IV, pp. 59-84, The Macmillan Co., New York City

D.

1. Playground Proceedings and Yearbook, Vol. III, pp. 121, 122, 123
2. Curtis—"Education through Play," Chap. II, The Macmillan Co., New York City

IV. "The Leisure Time of the School Child"

The Playground, May, 1921, pp. 127-137, published by Playground Magazine Co., Cooperstown, New York
Lee. "Play in Education," Chapters 28 and 29

VI. A. Community Play Days—Normal Instructor and primary Plans, May, 1921

2-6 Normal Instructor and Primary Plans, June, 1921, and February, 1921, F. A. Owen Publishing Co., Dansville, N. Y.

VII. Playground Proceedings and Yearbook, Vol. II, pp. 143-148

"Playground Technique and Playcraft"—Vol. I, Arthur Leland, Doubleday, Page & Co., New York City

C. I. A. Library

INTERIOR DECORATION AND THE SCHOOLHOUSE

MISS MARIAN LONG

"A world whose schools are unreformed is a world unreformed."

—H. G. Wells.

- I. The home and school have identical aims, the *making of good citizens*
- II. Importance of human environment
 - A. The children
 - B. The psychological connection between our consciousness and the objects we gathered about us as an environment—Like produces like
- III. Essentials to develop the physical, the spiritual, and the intellectual natures of the pupil
 - A. Cleanliness in the schoolroom and the out-houses. Neglect of the latter is demanding a heavy toll in children's health and morals
 - B. Good ventilation and sunlight. Drive out foul air and germs
 - C. Plenty of pure water. Individual drinking cups
 - D. Good color on walls and ceiling for the conservation of eyesight and nerve force. Good light. White is bad for the eyes, because of the glare. See reprint, C. I. A. Bulletin No. 78, "Interior Decoration," section on color
 - E. A few educational pictures, as Greek, Roman, Gothic, and American architecture, of *real merit*. Others bearing on art, literature, history, and sculpture. Copies of good pictures may be purchased at small cost at Perry Picture Co., Chicago, Illinois. *Have only a few on the walls at one time*. Change them frequently. See reprint, C. I. A. Bulletin No. 78, "Interior Decoration"

- F. Placing of desks to obtain good light
Placing of blackboards to obtain good light
- G. Beware of "adjustable" desks which will not adjust!

The home and the school should never cease to exalt *beauty*. "If thou hast two loaves, go sell one and buy a rose; *thy soul, too, must be fed*"

HOME

"And where we love is home,
Home that our feet may leave, but not our hearts.
The chain may lengthen, but it never parts."—Holmes

- I. The function of the home
 - A. To build citizens
 - 1. What a citizen should be
 - B. How the home contributes to *physical* development
 - 1. By nutritious food well prepared and simply served
 - 2. By comfortably constructed furniture of good lines
 - 3. By regular habits
 - C. *Spiritual* development
 - 1. By music, good pictures, real flowers (not artificial ones) in the home.
"Beauty is eternal"
 - D. *Intellectual* development—see reprint, C. I. A. Bulletin No. 78, "Interior Decoration." The grouping of chairs, tables, lamps, good books, magazines, and newspapers, so that it will be *easy to use them*
Only things that add refinement should be in the home
Flowers, only a *few* in a vase
Absence of clutter or overcrowding

- E. Restfulness
 - 1. Carefully worked-out color schemes for each room. See C. I. A. Bulletin No. 78, "Interior Decoration" on color
 - F. The room background—see reprint, C. I. A. Bulletin No. 78, "Interior Decoration"
 - G. Interesting curtains—see reprint, C. I. A. Bulletin No. 78, "Interior Decoration"
 - H. Pictures—see reprint, C. I. A. Bulletin No. 78, "Interior Decoration"
- II. The individual room and its function—see reprint, C. I. A. Bulletin No. 78, "Interior Decoration." (This topic may be developed for another program)

BEAUTIFYING THE SCHOOL GROUNDS

FRED W. WESTCOURT

Topics for study and discussion

- I. Selecting the school site
- II. The school building
 - (a) Adaptability of type to section of country under discussion
 - (b) Harmony of entire picture
- III. The front lawn
- IV. Walks and drives
- V. Planting the grounds
 - (a) Selection of plant material adapted to locality
 - (1) Trees
 - (2) Shurbs
 - (3) Flowers
 - (b) How to plant

VI. Playgrounds

(a) Necessity

(b) In relation to the landscape plan

VII. Care of school grounds

REFERENCES

Bulletins and Special Articles

1. Balthis, Frank K., "Beautify the School Grounds." American School Board Journal, 354 Milwaukee, Wisconsin. 50:13-14, 72-73, May, 1915; 19-20, 79, June, 1915
2. "Beautifying Village School Grounds," American School Board Journal, 354 Milwaukee St., Milwaukee, Wisconsin. 66:43-45, May, 1923
3. Bricker, Garland A., "The Rural School Grounds." Kansas Teacher and Western School Journal, Topeka, Kansas. 5:7-8, September, 1917
4. Brown, Sarah W., "Beautifying Schoolhouses and Yards." Vol. VIII, No. 4, the Hampton Normal and Agricultural Institute. Hampton, Virginia, 1917
5. California State Board of Education. Bulletin, "The Landscape Improvement of Rural School Grounds." Bulletin No. 20, 1917—Commissioner of Elementary Schools of California, Sacramento, California
6. Coker, W. C., and Hoffman, Eleanor, "Design and Improvement of School Grounds." Bulletin, Bureau of Extension, Special Series No. 1. University of North Carolina, Chapel Hill, N. C., 1921
7. "Garden Flowers." Bulletin No. 23, revised, Extension Service, University of Maryland, College Park, Maryland
8. Gilkey, Howard, assisted by Frances Gilkey, "School Grounds, Their Design and Development." Bulletin, Commissioner of Secondary Schools of California, Sacramento, California, 1922

9. "Growing Annual Flower Plants." *Farmers' Bulletin* No. 1171, U. S. Department of Agriculture, Washington, D. C.
10. Hayden, E., "Beautifying School Grounds." *The School Arts Magazine*, 441 Portland St., Worcester, Mass. 24:456-68, April, 1925
11. "Herbaceous Perennials." *Farmers' Bulletin* No. 1381. U. S. Department of Agriculture, Washington, D. C.
12. "High School Buildings and Grounds." *Bulletin* No. 23, U. S. Bureau of Education, Washington, D. C., 1922
13. Porter, J. P., "The Efficient Rural School and Its Proper Landscape Development." *Mimeograph Bulletin* L6, Department of Floriculture and Ornamental Horticulture, Cornell University, Ithaca, New York, 1920.
14. Ramsdell, Charles H., "School Grounds Planning as a Community Asset." *American School Board Journal*, 354 Milwaukee St., Milwaukee, Wisconsin. 60:119, April, 1920.
15. Siecke, E. O., "Arbor Day Exercises," *Bulletin* 14, office of State Forester, College Station, Texas, November, 1922.
16. "Texas." Department of Education, Austin, Texas. *Bulletin* No. 148, "School Grounds, School Buildings, and Their Equipment." July, 1922.
17. "The Flower Garden," *Extension Bulletin* No. 67, Cornell University, Ithaca, New York, 1923.
18. Waugh, Frank A., "The Country School Grounds." *Extension Leaflet* No. 83, Massachusetts Agricultural College, Amherst, Massachusetts.
19. Waugh, Frank A., "Pruning and Care of Shrubbery." *Extension Leaflet* No. 7, Massachusetts Agricultural College, Amherst, Massachusetts.

20. Wyman, Lenthall, "Tree Planting in Texas Towns and Cities." Bulletin No. 11, office of State Forester, College Station, Texas.

BOOKS

1. "Practical Landscape Gardening," Robert B. Cridland. A. T. De La Mare Co., New York.
2. "Ornamental Gardening for Americans," Elias A. Long. Orange Judd Pub. Co., New York.
3. "Landscape Gardening," F. A. Waugh. Orange Judd Pub. Co., New York.
4. "Landscape Gardening," O. C. Simonds. The Macmillan Co., New York.

THE CITIZEN AND HIS COMMUNITY

MISS MAUDE BENNETT DAVIS

Suggested Program

1. Song: America.
2. Address: The citizen and citizenship training.
3. Recitation: "The Building of the Ship," by Henry Wadsworth Longfellow.
4. Address: The school's provision for citizenship training.
5. Music.
6. Address: The civic activities which parent-teacher associations may provide.
 1. Topics
 - A. The citizen and citizenship training.
 - B. The school's provision for citizenship training.
 - C. The civic activities which a parent-teacher association may provide.

II. References

A. Books on Civics Texts:

1. "New Civics"—Ashley, Macmillan Co., Dallas, Texas.
2. "American City Government"—Beard, The Century Co., New York City.
3. "Village Improvement" — Farwell, Sturgis Walton Co., New York City.
4. "Community Development"—Farrington, Sturgis Walton Co., New York City.
5. "Education for Citizenship" — Kerschesteiner, Rand, McNally & Co., Chicago and New York.
6. "The Improvement of Towns and Cities"—Robinson, G. P. Putnam & Sons, New York City.

B. Bulletins: United States Bureau of Education, Department of Interior, Washington, D.C.

1. No. 1, Community Civics, What Is It?
2. No. 2, Training for Citizenship, What It Means!
3. No. 3, Standards for Judging Civic Education.

I. Training for citizenship: Who is the good citizen?

A. General aims

1. Assisting individuals in appreciating social values.
2. Assisting individuals in controlling those values which shall make for social efficiency.

B. Particular aims

1. Developing an interest in one's own community—its problems, relationships, and services

2. Knowing the civic agencies of one's own community.
3. Participating in the affairs of one's community.
4. Doing one's part in providing civic agencies with proper conditions of right action.
5. Exercising foresight in developing co-operative planning of socially beneficent enterprises.
6. Habitually exercise a knowledge of and participation in civic affairs.
7. Exercising supervision of enterprises and civic agencies by means of the vote and of worthy public service.

II. How schools may provide citizenship training.

A. Activities of boys and girls in the school.

1. Gathering facts in the community and organizing them for the community.
2. Searching reports of their own and other communities.
3. Presenting these facts in their own assembly and in community meetings.
4. Making charts, maps, diagrams, and exhibits which show a wide range of facts for those topics under discussion.
5. Making surveys, health maps, recreation maps, street-cleaning maps, and charts showing breeding places of flies and mosquitoes.
6. Making photographs of breeding places of flies and mosquitoes.

7. Visiting courtrooms, council meetings, school board meetings, factories, asylums, parks, etc.
 8. Informing themselves about the organization and services of government through a study of texts on civics.
 9. Developing a large group consciousness through reading newspapers and books which will emphasize the interdependence of the individual and community.
- B. Activities of boys and girls outside the school.
1. Caring for and protecting birds.
 2. Engaging in "anti-fly" campaigns.
 3. Engaging in "anti-mosquito" campaigns.
 4. Engaging in "anti-weed" campaigns.
 5. Cleaning up vacant lots.
 6. Raising vegetables on vacant lots.
 7. Beautifying school grounds, parks, and streets.
 8. Decorating public buildings.
 9. Co-operating with Boy Scouts, Camp-Fire Girls, Junior Red Cross, etc.
 10. Upholding "fair play" in sports.
- III. Civic activities in which a parent-teacher association may engage.
- A. Activities relating directly to the school.
1. Providing and maintaining a school-plant.
 2. Providing sanitary buildings.
 3. Caring for trees, shrubbery, and grass plots on school grounds.
 4. Providing play opportunities and equipment for children.

5. Providing programs for and suitably observing holidays which commemorate national or State heroes and traditions.
- B. Activities relating to the community at large.
 1. Keeping the town morally clean.
 2. Making the town beautiful.
 3. Preventing flies and mosquitoes.
 4. Providing a clean and pure water supply
 5. Providing for the inspection of all sources of food supply.
 6. Providing a sanitary milk supply.
 7. Protecting the city from fire.
 8. Regulating street traffic.
 9. Establishing rest rooms.
 10. Promoting trade-at-home days, county fairs, city pageants, etc.
 11. Providing adult recreational activities.
 12. Encouraging and promoting reading circles.
 13. Promoting charity organizations for the deserving poor.
 14. Regulating for the public welfare all public utility corporations, markets, factories, trades, and amusements.

NEEDED CHANGES IN THE SCHOOL LAWS OF TEXAS

C. D. JUDD

- I. The compulsory school law in Texas.
 - A. Our compulsory school age should be extended
 1. In the light of compulsory school laws of other states

2. In the light of compulsory school laws of other countries
- B. What parents and teachers may do to aid in a more rigid enforcement of the law in Texas
 1. By close co-operation and communication between parents and teachers
 2. By accurate and uniform reports and records of the child's progress and attendance

REFERENCES

School Laws of Texas, State Department of Education, Austin, Texas.

Compulsory Education in Foreign Countries, U. S. Bureau of Education, Washington, D. C.

Bulletin, 1920, No. 30, Bureau of Education, Washington, D. C.

- II. The constitutional limitation as to local school taxes in Texas.
 - A. These limitations should be removed.
 - B. Is our own local school tax adequate and satisfactory?
 1. If not, is it due to local causes, such as laxity in tax collections, proper assessments, etc.?
 2. Our local school tax compared with our local taxes for other purposes.

REFERENCE

School Laws of Texas.

- III. Laws relating to the support of the higher State institutions.

- A. These institutions should be supported by a special state tax, as other state enterprises and as are the public school systems of the state.
 - 1. The millage tax is successful in other states.
 - 2. The support of our higher institutions should be removed from politics. A special tax would accomplish this end
- B. The present system of support is unsatisfactory and inadequate for the present needs of the institutions, to say nothing of anticipated future development.
- C. The higher institutions of learning are the fountain head and source from which the high schools and elementary schools must be improved and perfected.
 - 1. As to improvement of teachers.
 - 2. As to general plans and policies for public education of the masses.
 - 3. As to scientific research and the production of proper subject matter in the way of textbooks.
 - 4. As to trained leadership in local communities.

REFERENCES

- Bulletin, 1920, No. 30, U. S. Bureau of Education
Bulletin, 1922, No. 102, "The Millage Tax," College of
Industrial Arts, Denton, Texas
Bulletin, 1915, No. 30, University of Texas
Bulletin, 1920, No. 48, U. S. Bureau of Education

RELIGION IN THE DEVELOPMENT OF THE CHILD

MISS MATTIE BETH MORGAN

General Program

1. Musical number
2. Introductory talk by the leader of the meeting
3. Religious ideals as taught in the home
4. Religious training as taught in the school
5. General discussion under the leadership of one of the members. Points to be emphasized in the introductory talk

Many thoughtful people are viewing with alarm the lack of vital religious training for the youth of our land. Problems of sectarianism have prevented religious teaching in the public schools. The homes have been neglected, due to causes which will be discussed later. Hence, most of this burden has been thrown on the church. This latter institution has done and will continue to do wonderful work in instilling religious ideals in our people; but in order to become more effective, the teaching must be more widespread. It must become part of the daily life of each child.

Great care should be exercised not only to provide this training, but also to see that it has the right kind of religious ideals back of it. The following is quoted from Dr. Harold McAfee Robinson:

"Children of the coming generation must be given such an organized knowledge of Christian history as will enable them to understand the unfolding purposes of God. They must receive an organized knowledge of Christian truth to which, whatever their experiences in life, they may turn for interpretation and strength. They must be introduced to the power of Christianity to bring men into communion with the living God, through Jesus Christ, and to keep them in it. They must be trained in the expression of Christian truth, in lives of service."

I. Religious training in the school

This topic may be treated under the following heads:

- A. What we are doing in our own school
- B. What can be done
- C. Facts to be considered
 - 1. The Bible is the fundamental textbook in religious education
 - 2. The Bible is our greatest source of inspiration for religious life and conduct. Hence, any religious training in the schools must of necessity center around Bible study

Many great educators now believe that formal religious instruction should not be excluded from our public schools. In 1915 the United States Commissioner of Education said: "There is no reason why the Bible should not have its rightful place in our school curriculum."

Judge Thomas C. T. Crain of the Court of General Sessions of New York City has this to say:

"True education cannot be limited by hampering restrictions that permit a child to be taught geography, but not about the God who made the earth; botany, but not about the God who clothed the flower; physiology, but not about the God who built the man; history, but not about the divine providence in human affairs."

Judge Crain believes that it is possible to arrange for religious teaching in the public schools "which shall not outrage any parent's conviction and which shall give equal and ample protection for Jew and Gentile."

Many state colleges and universities now give credit toward graduation for courses in Bible study. High schools and even a few elementary schools are following this lead.

(For an interesting account of this work, read "School and College Credit for Outside Bible Study," Clarence Ash-

ton Wood, World Book Co., Dallas, and Yonkers-on-the-Hudson, N. Y.)

In the State of Texas in 1916 a plan was set forth to allow high school credit for Bible study. This work was done by a State Commission of Religious Education composed of thirty-two members representing seventeen different denominations. They also present a "Syllabus of Bible Lessons" to be used in working out the school course. The plan received the approval of the State Superintendent of Public Instruction.

Thus, there now seems to be no real reason why Bible teaching should not become a part of the school curriculum.

II. Religious ideals as taught in the home

(This topic to be discussed by one of the mothers)

A. Religious training in the home is largely neglected due to the following principal causes:

1. Lack of interest on the part of the parents
2. Lack of preparation. Many parents feel the need not only of more knowledge, but also of how to present the lessons

B. Two kinds of teaching in the home

1. Direct teaching, as
 - a. Bible stories for the little ones
 - b. Readings from the Bible and explanations and interpretations for the older children
 - c. A study of the regular Sunday School lesson
2. Teaching by example. The spiritual ideals of the parents count most in the religious development of the child. Religious teaching to be effective must be *lived* in the home

HEALTH PROGRAM**DR. JESSIE LOUISE HERRICK****Infants and pre-school age (1 to 7 years)****I. Personal care****A. Feeding**

1. Regularity at stated intervals
2. Dietary essentials and selection of foods for different ages

B. Clothing

1. Proper clothing to meet seasonal changes, and shoes properly fitted

C. Bathing

1. Cleansing of skin, hair, and nails, to insure bodily resistance to disease

D. Resting

1. Length of hours according to physical age and nerve stability

E. Elimination

1. Control through regularity of "health habits" and diet

F. Growth

1. Balance maintained between age, height and weight

II. Environmental care**A. Home**

1. Sanitary and mentally wholesome. Hygienic sleeping-room

B. Neighborhood

1. Recreation center
2. Avoidance of communicable diseases through supervision and immunization

REFERENCES

"Child Welfare"—C. I. A. Bulletin No. 114, Denton, Texas
 "The Care and Feeding of Children"—Holt, D. Appleton
 & Co., New York City

Federal Board Children's Bureau, Washington, D. C.,
 Bulletin No. 65, Child Welfare and Child Care

"Pamphlet on Childhood"—State Board of Health,
 Austin, Texas

Grammar and High School (7 to 17 years)

I. Personal care

A. Diet

1. According to food values to meet demands of growth. Water two pints daily

B. Bathing

1. Full bath every third day. Daily sponging of exposed surfaces and feet

C. Sleep

1. Nine to eight hours, according to age, in a well ventilated room

D. Clothing

1. Loose, with sufficient number of layers to protect body, allowing ample room for spreading toes

E. Elimination

1. One or two bowel movements daily at regular intervals—habit formed

F. Growth

1. Balance maintained between age, and weight. Record kept

II. Environment

A. Home

1. "Health habits" (see above) supervised and emphasized

B. Neighborhood

1. Clean, ample recreational opportunities to meet physical and social needs

C. School

1. School building adequate, hygienic, no overcrowding.
2. Recreational facilities a necessity
3. Medical inspection carried on throughout the year
4. Complete standardized health records each year
5. Germs, their relation to health and disease taught in each grade
6. Instruction of adolescent children in knowledge of sex hygiene and reproduction

REFERENCES

"Child Welfare and Child Care"—Bulletin No. 65, Federal Board Children's Bureau, Washington, D. C.

"Medical Inspection of Schools"—Gulick and Ayers, D. Appleton & Co., New York City

"The New Public Health"—Hill, Macmillan & Co., New York City

"Being Well Born"—Guyer, Bobbs-Merrill Co., Indianapolis

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