

throughout the country have been realizing the need for formulating authoritative standards for Jewish social work, and also providing proper equipment for men and women who will adopt social work as a profession.

Yet another new phase of an old question which will be discussed at the fourth session is, "Newer Developments in the Treatment of Tubercular Dependents." There will be much to report by men and women who have been specializing in this important work, and who want to bring to us their latest thought on the subject.

A question which sounds academic, but yet is a practical riddle, is the problem of the attitude of Jewish settlements toward nationalism and allied Jewish questions. In its effort to minister to both the old and young generations, the settlement is confronted with a very serious problem. Naturally, it desires to be a harmonizing influence which will offer proper development to the young mind, without doing violence to the beliefs and traditions of the older generation. How is this to be done?

At the Memphis Conference certain definite changes were proposed in the Transportation Rules of the National Conference of Jewish Charities, and in accordance with resolutions passed referring the matter to our Association, fullest consideration will be given this highly important subject. To formulate rules with due regard to the present requirements and to present them for adoption by the parent organization, will be one of the practical tasks of our conference.

There will also be round-table discussions which should prove just as stimulating as the formal discussions. Workers will tell of their experiences in their fields of activity, and immediate questions of practical importance in their daily work will be thrashed out. Unemployment, delinquency, relief, case work, the war and immigration, all will be discussed.

It is gratifying that speakers have been obtained who, by reason of their experience and authority, fully measure up to the demands of the subjects to be discussed. All of the speakers have been engaged in the work about which they are to speak, and they will give us the benefit not only of their thought, but of their experience.

As usual, the get-together feature of our conferences will be an important factor this year. The opportunity for intimate contact and informal exchange of ideas is the basis for a closer spirit of fellowship among the social workers and thereby indirectly carries out the unwritten program of the Association—co-operation.

All in all, therefore, this promises to be one of the most interesting, instructive and constructive conferences ever held by this Association. Members owe it to themselves and to the institutions which they represent to attend this conference and take home with them the latest thought and results in the various fields of activity.

DELEGATES

The following additional men and women have signified their intention to come to the Baltimore Conference:

Miss Minnie Affelder, Pittsburgh.
Ernestine Heller, Chicago.
Ruth Berolzheimer, Chicago.
Rose Minzesheimer, Chicago.
Rose Zwihtsky, Chicago.
Samuel Leff, Chicago.
C. A. Graves, Chicago.
Bessie Gordon, Chicago.
O. C. Finkelstein, Chicago.
Bernice Wertheimer, Chicago.
Minnie F. Low, Chicago.
Mrs. Minnie Jacobs Berlin, Chicago.
Luba J. Robin, Chicago.
Frances Taussig, Chicago.
Sarah Bregstone, Chicago.

Sarah Reiwitch, Chicago.
Ella Calm, Chicago.
Celia Buchman, Chicago.
Joseph Pedott, Chicago.
Gertrude Berg, Philadelphia.
Mrs. Frank Pfaelzer, Philadelphia.
Rev. Charles J. Freund, Harrisburg.
Mrs. S. Weinstock, Des Moines.
Dr. Lee K. Frankel, New York.
Julius Goldman, New Orleans.
Miss Borovik, Chicago.
Mrs. Clara L. Moses, Natchez.
Stella B. Rosenbaum, Philadelphia.
Lee Baumgarten, Washington, D. C.
Samuel Joseph, New York.
Helen Fleisher, Philadelphia.
Rosena Fels, Philadelphia.
Marion Kohn, Philadelphia.

JEWISH CHARITIES

THE TEACHER AS A SOCIAL WORKER

Abraham Caplan

So much has been said of prevention and preventive work that they have become exaggerated terms. I am inclined to believe that the word prevention in connection with social work is misleading. I think that prevention should not necessarily be the goal toward which social effort should be directed. Construction is a better term, I believe, and embraces not alone that which is understood as social work, but comprehends all that associates with social growth and progress. Prevention inevitably suggests that something of a negative and undesirable nature should not be allowed to come into being. Construction tolerates only that which is an agent for positive good and has an inborn aversion toward anything of a malignant character. Prevention is a sort of sub-topic under that all-embracing subject: Construction.

Social control is constructive, in that its object is the preservation and advancement of civilization. The school is the primary agent of social control. It has the power to make or to mar. It has the material, the moulding of which, good or ill, facilitates or retards progress. The determining force is whether or not the school is dominated by the highest ideals. As Charles A. Ellwood, in his book, "Sociology in its Psychological Aspects," points out: "Education may dissolve the social order and block all social progress. Education without the proper controlling ideas and ideals cannot be the key to social progress."

There is no doubt that education is tending in the direction of fully and completely observing its obligations in effecting social control. The educative process is no longer a static procedure with the three "R's" as its superlative purpose. It is the process of assuming the function that the social order is assigning to it, the function of preparing boys and girls for life. It is clear that the

school has done little or nothing of that nature. Life suggests a great deal; in fact, all that comes within the province of human thought and activity. That such a function is delegated to the schools of the country would indicate that the greatest task of society is being assigned to them, a task to which they are more or less unprepared and to which they must give all their power and all their ideals.

The prevailing interest of the teacher has been in getting her class up to a certain mark of proficiency in the standard school work so as to be able to send up as many pupils as possible into the next grade. Let it not be supposed that this conception of the teacher's function has everywhere been superseded by the newer ideals aforementioned. To have reached the stage of social and educational development when in the nature of things the teacher would be the most important of public servants, "the high priests," as someone believes they are destined to be, would leave nothing to be desired. The fact of the matter is that, while much progress has been made in fundamentally evaluating the importance of education, of the school and of the teacher, the possibilities of the school and of the ideal teacher are still a matter of the future.

A great deal is being done in hastening the arrival of the ideal teacher. The normal schools and the universities in increasing numbers are not only training teachers to become efficient in the traditional classroom work, but are training them also to assume the social point of view and the passion of service. This work of the normal schools and the universities has its basis in the belief that the teacher has in large measure the opportunities for constructive work denied even the social worker of the preventive type, not to mention the relief worker. Whether it be in the crowded sections of the great towns and cities, or in the fast

depopulating country districts, the field of service open to the clear-headed, unselfish, socially-minded teacher is immeasurably great.

One needs but to look about the environment in which certain schools are located, and he has before him concrete evidences of the constructive work that the teacher may do. The important thing to be remembered is that the child entering the kindergarten or the first grade is the potential asset or debit of the future. We need not speak of the defective children here, for the treatment of these is known to all and needs no repeating. The physically and mentally sound children, constituting the bulk of childhood, are entrusted in the care of the teacher for proper training. The teacher becomes in substance the trustee for the general welfare of a part of the future social body and, whether she wishes it or not, becomes an influence of the highest significance in the life of the community.

One of the first duties of the conscientious teacher is to know her section and its life. She must know the home life of the people in the neighborhood. She must know their social, industrial, intellectual and moral status. She must know that if the children live in an ill-kept district much of her work must be centered on developing the ideal of cleanliness. Children will make the home and the alley and the front pavement clean if they are taught to love cleanliness and order and to hate all that is untidy and unclean. Habits are the basis for all action and habits are, after all, the substance of what the child receives at school. What Colonel Waring did with New York children to make clean streets possible may be done in every classroom in the nation and with even greater effect.

The health of the children is largely determined by the teacher. The elementary facts of diet and personal hygiene may be given to children of even the lower grades with singular effect. The vision and the hearing of the children may be conserved without the slightest inconvenience, or may be impaired by the teacher's negligence. It often happens that defective classrooms defy even the greatest care of the teacher, but this fact should stimulate the teacher toward even greater care for and devotion to the physical well-being of the children.

There comes a time in the child's school life when the sympathetic and keen-minded teacher has the opportunity of doing such constructive work as to be incalculable in value. This is the period when the child is about to leave the school for work. Parenthetically, we may say that the teacher we have been describing is one that helps to prolong the school life of her pupils. It must be borne in mind that the desire to leave school and even truancy are traceable to the uncongenial teacher who lacks insight into the facts of child nature and development or is so unsympathetic as to disregard them. When the child, by reason of poverty or by reason of the fact that parents are disinclined to give their boys and girls a complete grammar school or high school education, is about to go to work, the teacher has the crowning occasion of performing constructive service. Knowing the child's powers and weaknesses, she may be able to direct him along lines best suited for his training and aptitudes. The teacher, we venture to say, may be as good a vocational guide as the professional.

Some parents have become accustomed to send their children to work when they reach the very mature age of fourteen. Some are more concerned with getting the "permit" than in the future of their children. Of course, we do not include those parents who are dependent on the earnings of their children. Here, too, the wise teacher by having previously obtained the confidence of the parents, may succeed in keeping the child in school.

Many are the possibilities for constructive work inherent in the teaching profession. Many are the avenues of approach to the improvement of community life. The teacher of the future, like the socially-minded teacher of today, will not shirk the responsibility imposed on her. She perhaps needs the recognition that of all the constructive workers she is the most constructive. Society has been slow in giving this recognition. But it is coming. And, though the ideal teacher is to be found only here and there, the truth of the matter is that she is becoming more in evidence. The time may come when those thirsting for the higher form of social service will find their places in the classrooms of the nation's schools.

A TRIBUTE TO PROF. H. L. SABSOVICH

Saul Drucker

"A good name is rather to be chosen than great riches, and loving kindness, rather than silver and gold."

A few weeks ago, he who had dedicated a splendid life to the good and welfare of his race, and who had indeed chosen a good name rather than great riches, and preferred loving kindness to silver and gold, closed his eyes in the last sleep. And because he had chosen as he did, his mourners, whose names are legion, will cherish the good name he left and keep the heritage of loving kindness he gave them, with greater pride and care than if it had been silver and gold bequeathed.

Born in Russia, that most unfortunate of all birthplaces for the Jew, Hirsch Leib Sabsovich in the early adolescence of his manhood, while still a student at the university, keenly realized the efforts made by the anti-Semitic government to dwarf the Jew both physically and mentally, and cripple his opportunities. He knew the futility of appealing to the justice of officials who excused their medieval prosecutions and cruelties under the plea that the Jew is a consumer and not a producer; he knew, too, the several spasmodic and theatrical attempts made by the government to make the Jew a producer of the soil, which had suffered disastrous failure, naturally enough, because the Jew had neither the knowledge nor the wherewithal to become a soil producer. It was then that the conviction took firm root in his mind, that naught like being a producer of the soil, would sooner bring independence and happiness to his people and gradually the "Back to the Soil" movement originated in his brilliant brain.

It was in 1888 that he immigrated to the United States, and at once interested himself in Jewish colonization. In 1891, within three years of his landing in this country, his views on the subject attracted such favorable attention that, while still occupying the position of professor of chemistry at the Colorado State Agricultural College, he was invited by the trustees of the Baron de Hirsch Fund to take charge of the Woodbine Colony. The task confronting him was an extremely difficult one. His

object was to teach scientific farming to the few who really, by the sweat of their brow, eked out a wretched subsistence from the soil, and to interest those who accepted the new idea deemed it easy to make a pursuit which centuries upon centuries ago had been wrested from their fathers. But the chopping down of trees, the selling of wood by the cord, the digging of stumps, and the general tilling of the soil were not so adaptable to the first settlers, particularly so to the younger generation of the would-be farmers. A problem presented itself, then, the very problem that today confronts the non-Jewish farmer, "How to keep the younger generation on the farm." But with the Jews the problem was more serious, since the agricultural life of the people depended upon interesting the youth in the soil.

It was then that Professor Sabsovich proved himself to be a good psychologist. The thirst for knowledge and opportunity in the young immigrant would not be satisfied with mere farm labor, no matter how promising was the prospect as a future tiller of the soil. As a result of his observation the Agricultural School of Woodbine was established, where the children of farmers, and others attracted by agriculture, could be given a general education while learning scientific farming. It was an experiment, but so well was a demand fulfilled, and such was its progress, that it became an established institution, thanks to the indefatigable labor, patience and energy of the man whose fertile mind conceived it.

The colony and the school prospered, one gaining strength from the other, and both mutually helpful. The school attracted attention throughout the country, the trustees of the Baron de Hirsch Fund were interested and enthusiastic, and the Professor realized his dream of educating the youth of his people for the soil, so that the Jew should take naturally and willingly to agriculture.

Still, the good heart and able brain were not content with their achievements, but continued to work and plan. Believing that industry would materially assist the far-