have found it necessary to select mature persons as leaders, who have a zest for living and who possess ingenuity and resourcefulness in developing a program.

New Emphasis in Teacher Education

As schools move toward the establishment of a year-round program for children, teacher education programs will need to be re-examined and reshaped in the light of the type of recreational services which schools offer. Few teacher education institutions now give students the background and experiences which teachers need to work with children in a leisure-time program. More attention should be directed to helping a teacher know about the play interests of the older child, and how the child probes his world for answers to his questions. He should also have experience in working with parents so that he can accept them as partners in the educative process both at home and at school.

Finally, the teacher should be acquainted with the community agencies, know what resources are available, and how they can be utilized in a recreational program. Libraries, museums, churches, and youth organizations are concerned and interested in the constructive use of leisure time. Their services and those of the schools should be coordinated to strengthen and enrich the programs for children in each community.

Some Guides to Healthful School Living

In our concern for providing desirable environments for children we cannot overlook aspects that make the environment a healthful one in which to live. Fred V. Hein, consultant in Health and Fitness, Bureau of Health Education of the American Medical Association, Chicago, points out that both physical aspects and classroom practices affect the total health of children.

THE GROWTH and development of boys and girls is conditioned by the kind of school they attend as well as every other aspect of their environment. Good physical surroundings, wholesome teacher personalities, and understanding administration can, together, create a school situation that is safe and healthful for living and learning.

Determiners of the Learning Climate

Suitable equipment, adequate lighting and heating, proper ventilation, and attractive and restful surroundings not
only influence the health of children but also contribute to the kind of environment that lends itself most readily to effective learning.

But even more powerful in its effect on the child's health and on the learning process is his rapport with his peers, his teacher, and other adults in the school-community. Teaching methods, classroom atmosphere, and human relationships are as much a part of the environment as the building itself.

More than health and more than learning is involved; the child tends to assume the characteristics of his environment. A bright, cheery classroom and a friendly, sympathetic teacher predispose alert, happy children. Resentment, defiance, and even warped development may be the product of a drab, colorless schoolroom and a domineering, humorless teacher.

**Schools Designed for Living**

The great majority of American children attend school in old and often outmoded buildings, many of which are in poor repair. Even new buildings are not always planned to meet the needs of growing boys and girls. The school site is often chosen with little regard for factors of health and safety. These conditions are likely to persist rather generally for a long time in spite of new construction of a more functional kind.

But the ingenious teacher can transform an unlovely classroom into a school home for living and learning. In the same school one can often find rooms that differ as much in attractiveness and livability as the homes from which the children come.

If learning is to proceed satisfactorily, factors of the physical environment demand attention. Teachers often become so absorbed in the teaching process that they lose sight of the things that make it work. The teacher should develop an understanding of how heating, ventilation, lighting, cleanliness, seating, water supply, toilet and hand-washing facilities affect learning and health. Attempts to favorably influence these conditions as far as they are under the teacher's control will challenge her initiative and ingenuity. Those that are unhygienic and cannot be changed through her own efforts must be brought to the attention of the proper authorities.

**Physical Aspects Condition Living**

While heating and ventilation issues are far from settled, it has been generally agreed that classroom temperatures between 68°-72° Fahrenheit with some movement of air, and humidity between 35-50% are at least minimum requirements. Adaptation to varying climatic conditions, seasonal changes, and the kind of clothing worn by children is, of course, necessary.

Personal hygiene and sanitation practices also enter into the picture. Actual discomfort and blocks to learning may result from a lack of cleanliness among the children or poor sanitation in the classroom. Sanitation of classrooms, lunchrooms, toilets, restrooms, and other places in the school is largely dependent on cleanliness. There is no substitute for soap and water diligently applied. The so-called germicides and disinfectants often serve only to cover up a lack of cleanliness.
Much controversy exists in regard to lighting standards but there appears to be some evidence to show that the intensity of illumination becomes less important when such factors as even distribution of light, reduction of sharp contrasts, and the elimination of glare are given adequate attention. A compromise figure of intensity for most schoolroom tasks can probably be established at about 20-30 foot candles.

The learning enigma most closely related to lighting has to do with efficiency in reading, but in our concern with this problem we should not lose sight of the equally important need for conserving the vision of school children. The use of fluorescent lighting is becoming more common in the schools, and when properly installed holds no hazard for the normal child. Research designed to demonstrate the effect of color and lighting on vision and eye health may considerably alter future educational practices.

The common drinking cup, fortunately, has nearly disappeared, replaced by individual containers, and often by modern, slanting, jet bubblers. Children are given the seats that fit them best rather than assigned to places in alphabetical order regardless of size. In the newer schools adjustable desks and chairs are the rule rather than the exception. Soap and plenty of clean towels are more often available in the school washroom. Even in rural schools toilet facilities are being bettered.

Use Tells the Story

But none of these improvements furnish the complete answer. They must be valued, appreciated, used properly. The latest type of bubbler can be misused. The best of handwashing facilities are of little worth unless time is provided to use them. Adjustable seats and desk have no merit if improperly fitted to the child. These things are important—as much a part of and as vital to learning as proper motivation, well-organized units, and careful evaluation. In situations where equipment is poor, the necessity for giving thoughtful attention to children’s behavior and making the most of available facilities is all the more essential.

It takes more than sanitation and more than a new paint job to make an appealing classroom home. The little touches like appropriate pictures, well-arranged displays of pupils’ work, a construction center, attractive bulletin boards, and a reading place with abundantly stocked book shelves all add up to an invitation to learning which is difficult to refuse. And the importance of these aesthetic influences on mental health must never be underesti-}

Classroom Living and Mental Health

Classroom practices should be regarded in the light of their influences on the development of children. Measures for elimination of excessive competition, avoidance of fatigue, abatement of undue noise, and the removal of fear and tension all demand studied consideration. Teaching techniques, promotional policies, and methods of classroom control should be scrutinized in terms of their impact on mental health.

Immoderate strain and pressure in the school may add to that of the home and bring about withdrawal or undesirable conduct in an attempt to gain recogni-
tion. Basic to an atmosphere favorable to health and learning is sympathy and understanding.

Aspects of organization, also, have definite health aspects. Overcrowding and large classes may contribute to contagion and behavior problems which cannot always be immediately rectified. But effective intraclass grouping, more clerical help, frequent job shifts, helping teachers, and the transfer of problem children can, in some measure, alleviate difficult situations.

Rigid promotional policies, which have often been productive of fear and tension, are being supplanted by standards based on individual abilities and factors of child development. Learning and the mental health of children have, in many instances, been sabotaged by end-of-the-year failure reports and competitive report cards. Personal conferences for reporting progress of pupils to parents are a significant step in the elimination of home-school discord.

More intelligent attitudes toward homework are becoming prevalent. Handicaps to the development of good work and study habits are found in many homes; children need leisure time for play and recreation. Compelling children to work until late hours on unreasonable assignments can be definitely harmful to their health.

Don't Discount the Teacher

The teacher is the key factor in the classroom environment, and her own health is one of its component parts. The teacher with abundant health who shows by her own practices real regard for healthful behavior exerts a tremendous influence on the health of the children with whom she works. The vitality of the teacher is reflected in the children's attitudes and consciously or unconsciously she is imitated more often than she imagines.

Increasing recognition of health status as a factor in successful teaching is shown by the recent emphasis on periodic medical examinations and health guidance for both prospective teachers and those in service. The wise teacher seeks medical advice when it is needed and welcomes the health guidance which the school provides. As an intelligent individual she arranges for suitable exercise, rest, and relaxation; gives attention to adequate nutrition; and provides for sensible and balanced living.

Joint Responsibility for Healthful Living

Children should share in planning and promoting a healthful schoolroom situation. Good housekeeping and cleanliness are basic. The feeling that the books, the desk, and the classroom itself belong to the pupil will stimulate a sense of pride in neatness and order.

Improvement projects in which the children assume appropriate responsibility can result in the modification of undesirable conditions. Pupils like to record classroom temperatures, and can easily learn to use a light meter. They may study the provisions for heating and ventilating, survey and evaluate sanitary conditions, and learn about the facilities for good hygiene in the cafeteria. They will enjoy adjusting shades and windows, controlling artificial light, and checking on heat and ventilation. Children can be helpful in regulating the environment while, at the same time, they undergo valuable health education experiences.

Educational Leadership
Education is living and the classroom a laboratory where all the interactions of adult life are present. The teacher who has the skill to guide children in healthful, human relationships will contribute much to both their welfare and to that of the community. Children who learn to work and play harmoniously with others will have gained the most substantial asset the school can provide in terms of sound mental, and emotional health.

Tools for Today’s Problems

ROGER ALBRIGHT

When Roger Albright, director of educational services, Motion Picture Association of America, Inc., in Washington, D. C., spoke at the conference sponsored by the ASCD and the University of Nebraska during the summer of 1947, many felt that his remarks had significance for all those engaged in the work of providing good schools. In answer to our question, “What is a good environment for learning?” Mr. Albright says that one requirement is that it be stocked with tools that today’s young citizens must learn to use with skill and effectiveness.

EDUCATION IS TODAY FACING new responsibilities. These have developed over the years from the transitions of a changing world. New forms of communication and transportation and new technological advances have created living adjustments which students must be prepared to meet as they develop into adult life.

Skill in a Machine Age

A few generations ago a cobbler would sit at his bench and make a pair of shoes by hand. When his product was completed, he could hold it out before him and get real satisfaction in the excellence of his achievement. He could take it home to his family and say, “See what I’ve done. Aren’t these shoes beautiful?” The satisfaction in his work spurred him to more and better work, and he established for himself a prestige of excellent craftsmanship.

Today the man who tightens up screw 247 in an automotive factory loses some of the thrill of his craft. His attention tends not to be on the finished product, to which he has made an essential contribution, but rather on the dissatisfactions in his work—long hours, inadequate pay, poor working conditions.

As an individual in a great industrial organization, he is frustrated by the monotony of his task. He joins with his colleagues to employ others to fight his battles for him. He yields to agita-