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him and will defend them both alone and with many. I will honor the religion of my fathers, and I call to witness Aglaurus, Enyalios, Ares, Zeus, Thallo, Auxo and Hegemone."

With more at stake than Greece ever had, with more to do in directing social unrest to worthy ends, and lagging in the enactment of social justice as we do, with a great heterogeneous mass of people not yet welded together under a national ideal, with the baser element often in control and all misgovernment taking constant toll—as it always does—from the weak and defenseless, from the little children, the aged, the infirm and the poor, shall we not make full use of the best natural opportunity for civic training as we find that opportunity in the tendency of young people everywhere to form associations, groups and clubs, and shall we not have faith that the new relay of hope and vigor which God gives to America in the rising generation, will respond nobly to the leadership and the challenge of those who believe that good citizenship is the most urgent demand made upon religion in this our day?

EDUCATION IN SOCIAL SERVICE IN THE COLLEGE

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In these modern times when every self-respecting college or university has as its ideal the widest possible service to the community and many of these institutions are undertaking in an organized way to extend an educational influence beyond the confines of the campus, it is altogether fitting—and, indeed, it is essential—that provision should be made for education in social service. Particularly is this true of an institution of higher learning which is seeking to render service in a large way to a constituency in a growing, cosmopolitan, American city. Social service, as we understand and use the term today, has to do very largely with the betterment of conditions in cities and the effort to develop in our cities the highest possible type of citizenship. If provision be made for education

in social service in the college curriculum, this work must naturally bear a more or less indefinite relation to the problems of the modern city and to the social and civic endeavor of its public-spirited citizens.

It has been my privilege as the first incumbent of the Selah Chamberlain Chair of Sociology in Western Reserve University to make some experiments in education in social service. Six years ago, when I accepted this position and assumed the responsibility of organizing a new department in the university, it became my particular problem to establish courses in sociology which should meet the scientific and disciplinary requirements of the modern university and at the same time be closely correlated with the practical social work of which there is so much that is of a high order in our cities and for which there is so great need. To describe these experiments briefly and indicate some of the results is, as I understand it, the part that I have been assigned in this discussion this afternoon.

The first innovation was the abandonment of the notion that the introductory course in the department must be a course in general or theoretical sociology. It seemed to me unnecessary to require every student who elected work in sociology first of all to make a study of the principles of sociology, dealing, as such a course must, to a greater or less degree, with abstractions and broad generalizations. It seemed to me both feasible and desirable to use concrete material right at the beginning and to emphasize strongly the applied aspects of the subject. Work in the department was made to begin with the junior year in college and, in accordance with the organization of work in the other departments of the university, each course was made a three-hour course for a half-year. It was deemed advisable, however, to arrange for the work in practical sociology to continue through the junior year.

Accordingly, a course, entitled practical sociology, was planned for the first half of the junior year, covering, mainly, the following topics: structure and growth of cities, grouping of the population in cities, consequences of change from rural to urban life, housing conditions and the housing problem in modern cities, building codes and tenement house legislation, sanitary inspection and public sanitation, water supply, sew-

erage system, street cleaning, garbage disposal, etc., work of boards of health, regulation of dangerous trades, smoke abatement, milk supply, social treatment of tuberculosis, public baths, physical training and medical inspection in the schools, work of the visiting nurse associations, care of the sick and injured in hospitals, social service departments, convalescent homes and dispensaries, social aspects of the work of the public schools, neighborhood centers, industrial or trade schools, vocational guidance, libraries, public lecture courses, museums, public responsibility for recreation, saloons, amusement places, playgrounds and athletic fields, parks, bathing beaches, etc., work of institutional churches, Christian associations, social settlements, etc., city planning, civic improvement.

For the second half of the junior year a course was planned to cover another important phase of the general subject of practical sociology, that of charities and correction. The plan of this course may be described in outline as follows: causes and extent of pauperism, history of poor relief, principles of poor relief, modern methods and agencies of poor relief, the church and organized charity, etc., the care of neglected and destitute children, the care of the defective classes, giving especial attention to the extent of the public responsibility for each and the principles and methods of treatment, crime and the treatment of criminals, history of penalties, modern methods and principles of dealing with crime, the care of juvenile offenders.

Throughout the year the study of these topics is made concrete and definite by constant reference to the local situation in the city of Cleveland. This is facilitated by requiring every member of the class to make certain expeditions pertinent to the classroom work, each of which is preceded by a special lecture that is given from the point of view of the social worker in the city. For this part of the work it has been my good fortune to secure each year a man of experience in social work in the city, who by reason of his own college training and his position as the responsible head of an established social agency could be given a position on the faculty as lecturer in sociology. In this way a definite correlation is secured between the work of the classroom and the practical social work in the city. The students are furnished with a classified bibliography referring to books that are placed on

a reserved shelf for their use and written reports on the expeditions and the reading are required periodically.

The number of students electing these courses has increased rapidly, so rapidly, in fact, that to meet the increasing demands that were being made upon the department, it was necessary to secure an additional instructor the third year and the following year to add an assistant also. The plan and the scope of the work have received the heartiest commendation not only from the authorities of the university but also from the citizens of Cleveland. These courses have been repeated at a late afternoon hour, both on and off the campus, as public courses in sociology, open to all persons either actively engaged in social, philanthropic and civic work or particularly interested in modern city problems. The registration, attendance and sustained interest in these public courses indicated clearly that they were regarded as important and valuable courses of study.

One of the courses following this introductory work in the department is a course on methods of social progress. This course includes, among others, these topics: the development of factory legislation, modern social legislation, welfare work, railway relief departments, employers' pension and relief funds, mutual benefit associations, fraternal insurance, benefit features of trade unions, employers' liability, workingmen's compensation, industrial or workingmen's insurance, old age pensions, widows' pensions, agencies for encouraging thrift, postal savings bank, savings bank insurance, etc., provident loan associations, loan agencies, various forms of private philanthropy, endowments, special foundations, and other experimental agencies and organizations for the betterment of conditions. These, I believe, are subjects to which the sociologist may properly give his attention. They need to be studied and discussed as social questions, not merely as economic and governmental questions of interest only to economists and political scientists. My experience indicates, also, that students of sociology are glad to have an opportunity to study them. The resources of the department, available for the purchase of books, have been taxed to provide properly for the increasing number of students who are electing this course from year to year.

American society is the name of another course in the department which has a direct bearing on social service. The phenomena found in American society which are characteristic of various colonial societies are pointed out—for example, the position of the aborigines, the American Indians. A special study is made of the immigration problem, its economic, social and political aspects, and the methods of dealing with it, legislative and voluntary. A considerable part of the course is devoted to rural life problems and the position of the church in American society is given special attention, with strong emphasis on the modern methods of church work and of religious education. The changing status of women is also pointed out, along with other phenomena characteristic of American society at the present time. The work of the course closes with a detailed study of the negro question.

A specialized study of the family as the unit of social organization constitutes another course. The work of this course has to do with the evolution of the marriage institution and the family, the status of women, the modern problems of the family, desertion, divorce, prostitution, the teaching of sex hygiene, eugenics.

Then there are at present four additional courses of a highly specialized and practical nature designed for students who are contemplating definite social service work of some particular kind.

1. Penology. A detailed study of the modern methods of dealing with the criminal, the administration of jails and prisons, penal labor.

2. The Child and the Community. The social functions of child-helping agencies, charitable and correctional methods of promoting the welfare of children, problems of children's institutions and organizations.

3. Charity Organization and Administration. Modern methods of charity, the charity organization society, charity administration and co-operation, public and private charities, financial and administrative problems of charitable institutions.

4. The Social Function of the Church. A study of the church as a social institution, its historical development and its present problems. This latter course is, in its plan, similar to the one on the family. It assumes the church to be a fund-

amental and essential social institution and undertakes to acquaint the student with all the ways in which the modern church is attempting to discharge its social function and meet adequately its social responsibilities. How this particular course will appeal to the students, I cannot at present say, because the department has found itself fully occupied in giving the other work and the students have not as yet been permitted to elect this course.

The work of the department of sociology naturally embraces other courses, such as social evolution, principles of sociology, demography or social statistics, history of sociology. These I have omitted from consideration because they are less pertinent to the subject under discussion.

It is, perhaps, true that in Western Reserve University conditions are particularly favorable for the development of education in social service. Economics, political science and sociology are not administratively bound up with departments of history or of philosophy, as is the case in many institutions. They are not only collectively separated from other departments, but each stands by itself as a separate and distinct department. This arrangement makes it possible for the departments of economics and of political science also to plan courses which have a direct practical bearing and to share the responsibility for providing education in social service. Each of these departments, as well as the department of sociology, now offers work of a nature distinctly preparatory to intelligent social service.

The demand for trained and capable social workers and for efficient public administrators in our great industrial centers is an increasing one and the supply at the present time of men and women who are properly equipped for important positions in this field is considerably below the demand. If proper instruction and training are offered, there can scarcely be any doubt of a ready response from those who are seeking to enter this field of work. The instruction thus provided will also be of interest and profit to volunteer workers in any field of social service where a knowledge of existing conditions and of modern methods of work is essential to efficiency.

Among the reasons which may be urged for incorporating social service subjects in the college curriculum is the moribund condition of literary societies and the old type of debat-

ing society. Many of these subjects formerly received considerable attention from college students in organizations of this character. In most colleges such organizations already deserve tombstones and memory tablets. If these subjects are to receive proper consideration they must be put into the curriculum and be studied in a systematic way.

Perhaps the chief reason, however, is of a different nature. As we all know, much social work is now being done without any recognized scientific basis and methods of work are being followed that are far from scientific. Many social workers are themselves lamenting the lack of co-ordination and of a common understanding about fundamentals which prevail even in connection with some of the best and most efficient work. Under these conditions the teachers of the social sciences, if they familiarize themselves with the applied aspects of their subjects, ought to be able to contribute something that will be of value. The social science departments ought to inculcate a wider knowledge, at least among college students, of the need in every community for a constructive social policy and of what is involved in the formulation and administration of such a policy; these departments ought to assume at least a measure of responsibility for promoting the growth and extension of social work and social service in proper directions and by proper methods. Our colleges and universities are overlooking a splendid opportunity if they do nothing that will tend directly to make practical social service work more scientific, more systematic, more comprehensive in its scope, more efficient.