

Indians have contributed more than their proportionate share to Negro leadership and to the Negro professional group. To this extent they have helped to shatter the bases for the slave attitudes of whites toward Negroes. If the "ambitious" and "acquisitive" characteristics of the West Indians are often resented by native Negroes, they also provide a stimulus to competition. On the other hand, if the West Indian is initially disdainful of the native Negroes, he soon learns that his own fate is intimately connected with theirs. In time, the outcome should be an invigorated Negro unity. If the Negro immigrant, in seeking improvement in economic, political, and social status, "steps on the heels of the native Negro population, it is only because both groups hear the same drummer and are aligning in a common cause."

CLYDE V. KISER

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### EDUCATING FOR HEALTH<sup>1</sup>

IN his preface Mr. Hill states that his aim is not a study of health education as an aspect of health work, but an over-all review of that activity as a part of the whole national movement for adult teaching and learning.

Such a general summary, provided it is well done, can serve both the health educator and the adult educator in other fields. For while we have excellent monographs and papers on popular health education and many good books on school health education, this is one of few books trying to indicate the important interrelationships of the health education field.

How successful has Mr. Hill been in attaining his objective? The author came to his task with no previous experience in the ways of the world of health. The gathering of the material took him into a dozen states and to many more cities and counties. What he lacked in health education background, he made up by a firm knowledge of other forms of adult education, great objectivity of approach, scientific attitude of mind, and a sense of words.

In ten chapters, the author traces the vast health educational move-

<sup>1</sup> Hill, Ernest Frank: *EDUCATING FOR HEALTH. A Study Of Programs For Adults*. New York, American Association for Adult Education, 1939, 224 pp. \$1.25.

ment and the important elements which give it life: the origin of the American Public Health Association and its educational program and work; the heirs of Hippocrates and what the American Medical Association has done and does in the way of health teaching; the crusades of voluntary health agencies; the educational activities of the United States Public Health Service, of state and city health departments and of commercial organizations; the work of the foundations that have endowed experimentation in health; the three health demonstrations financed by the Milbank Memorial Fund; the teaching of health education in colleges; nurses as teachers; and literature, radio, and movies as employed by health educators.

These subjects are treated selectively, with outstanding examples in each field, rather than comprehensively. The treatment is no mere paean of praise, but a discriminating evaluation. Even if some exceptions may be taken to certain statements made by the author, his opinions always deserve serious consideration.

Mr. Hill speaks with confidence regarding the quality of the technical work of the American Public Health Association and agrees that the place of the Association in education for health is unique. At the same time he points out that the great range of its work has given a "halting character to some of its activities," that there is justice for the complaints of some members that its journal is "ill-adapted to the needs of most health workers," and that the Association has not dramatized itself sufficiently. But Mr. Hill rightly adds that "in comparison with its positive contributions the faults of the Association are minor."

The author pays tribute to the health education activities of the medical profession and particularly of the American Medical Association. At the same time he feels that the Association has done little in issuing material on the educational factors involved in a physician's work, with parents of school children, with teachers and with public health nurses. He feels that much more than medical knowledge is needed for successful health education work; information about social conditions, health agencies, and about education methods should be important to the doctor. "The idea," says Mr. Hill, "that in dealing with nurses, teachers, parents, and even patients, they must be teachers as well as doctors is simply not known or accepted by a large number of physicians. To an outsider looking into the health field there is something preposterous about this situation."

To this statement medical educators would probably reply that medical colleges now take more and more cognizance of such needs and that the medical profession is devoting increasing attention to the problems of health education. Furthermore, as Mr. Hill himself points out, Dr. W. W. Bauer, director of the Bureau of Health Education of the American Medical Association, is co-author of a recent volume, *HEALTH EDUCATION OF THE PUBLIC*, which deals with methods of instructing the masses.

The public health nurses receive considerable attention in this book, and the work of the National Organization for Public Health Nursing is sympathetically and accurately described.

Here are some of Mr. Hill's criticisms about health education as at present conducted. He thinks that there is too much dogma and propaganda and too little clarifying explanation in education for health. He finds that much of the printed material of health agencies is not well prepared and that in order to accomplish its purpose, it needs a happy combination of journalistic experience, artistic ability, and technical accuracy. All experienced educators and health officers will agree with Mr. Hill's statement, that where care, skill, and energy have been expended upon such material it has been highly effective.

Radio and visual education, he feels, have been even more neglected than printed materials. While some organizations, he writes, have put out very good health films, and others are conducting excellent radio programs, on the whole, health agencies have done little with films and broadcasts.

There can only be general agreement with his conclusion that to accomplish better results there is a special need of greater financial resources and of more facilities for training health educators of all types. "With increasing facilities will come improvement in quality and more opportunity for specialization."

One could quarrel with Mr. Hill concerning his assignments of space to some phases of the subject. Why, to give one illustration, only a half-page to the health work of the Children's Bureau? But, on the whole, Mr. Hill has compressed into this well-written book much valuable information concerning the health education movement. He has also managed to convey in his narrative something of the romance of the public health pioneers who reshaped the contours of life. It is a volume of high quality and holds our interest to the last page.

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