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Research Bulletin

OF THE

National Education Association

Facts on the Public School for American Education Week

November 17th to 23rd, 1924

What's Right with the Public Schools?.....	101
How to Strengthen the Public Schools?.....	116
Can We Afford It?.....	122
How Shall We Observe American Education Week?.....	124

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FOREWORD

WHAT'S RIGHT with our schools and how to strengthen them are two questions that every citizen asks himself when he takes stock of what public education has done and is doing for the Nation.

This number of the Research Bulletin, Facts on the Public School for American Education Week, not only raises these questions, but also marshals facts to answer them. America's faith in her public schools is shown by a 461 per cent increase in the number of day's schooling provided in the last 52 years. This faith is justified. Facts show that the objectives of the public school are sound; that today the school is doing more and doing it more effectively than ever before; and that notable success in life is increasingly dependent on a complete education.

This Bulletin includes facts on the three most vital issues in the strengthening of the public schools as well as a definite answer to the practical question, *Can America afford better schools.* The statements are presented tersely and graphically. The National Education Association offers these to speakers and editors with full permission to reproduce them.

In the section, *How Shall We Celebrate American Education Week*, lay organizations, superintendents, principals, and teachers, will find suggestions adaptable to their local communities. May American Education Week in 1924 be a time when every citizen learns what's right with the public schools and pledges his allegiance to strengthening them! This will mean the fulfillment of the real purpose of American Education Week, which is for the public actually to see what the schools are doing; to see their needs; and to inspire interest in meeting these needs.

J. W. CRABTREE,
Secretary, National Education Association.

What's Right with the Public Schools?

The American Public Schools Are Built on Sound Democratic Principles

It is easy to criticize the schools—to hold them responsible for every ill that appears in the back-wash of the great war.

Our present educational system unfits young people to deal with actual necessities. It takes away self-reliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental.

This is from a newspaper editorial of 1884. In that year it was quoted by the President of the National Education Association in discussing "the matter of the attacks on the common school."

It may be a shock to some to know that the schools of the "good old days when I was a boy" were so bad. But the common schools have been just this bad ever since they began in the minds of certain carping critics. It is unfortunate that we cannot all have the experience of living a little while in each of the past few generations. Then we would know that "the matter of the attacks on the public schools" is no new matter.

The public school, since its beginning, has been the subject of just such sweeping, unsubstantiated attacks as the one quoted. But it has thrived, none the less. It has gone on increasing its educational efficiency, opening wider its doors to greater and greater numbers of children, and gaining generally in public esteem.

Is it not time that we gave a little attention to answering the question, "What's right with the public schools?" There is much good evidence upon which to base an answer. Let us review some of the facts.

The American School Is a School for All the People

In most countries there are two school systems. One educates those who are to rule, the other those who are to be ruled. The educational opportunity that a child receives is determined by birth and social position. The "high-born" are given a complete education in

one school system. The "low-born" attend a different system and receive but a meagre elementary training completed at an early age. In America, we have a different plan. We accept the ideal, even if it is not realized everywhere in practice, that: "*What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely, acted upon, it destroys our democracy.*"

The American School Is Free and Open to All

We sometimes forget that this ideal is of recent origin. In our early history, few could obtain a first-rate education who were unable to pay tuition. In many places, attendance at a free school stigmatized a child as a "pauper." That time has passed. The community is the exception, today, that does not maintain free schools to which all parents may be proud to send their children. Nearly 23,000,000 children were enrolled in free public schools in 1922. *At least one person in every five in the United States is at present attending a free public school.*

The American Public School Is Supported by Public Taxation

We are coming to recognize that the public school is our greatest productive institution. Without the trained intelligence for which the school lays the foundation, most of our wealth would be impossible. It is therefore proper that a small part of the wealth which this institution plays so great a part in creating should be set aside for its maintenance.

Yet, this principle has but recently been accepted. Less than a century ago, Henry Barnard was threatened with personal violence for advocating such heresy as the taxation of one man's property to educate the children of his neighbor. Such an attitude seems ridiculous today. The local school tax is levied everywhere as a matter of course. Practically all the States partially support their schools through a state-wide tax. The Nation is con-

tributing for the support of education money collected through a National tax. We have recognized the principle that the education of the future generation should constitute a first lien against all wealth—that *every dollar of the Nation's wealth, no matter where it exists, should bear its just share in educating the Nation's children no matter whether they live in the next house or the next State.*

The American Public School Is Controlled by All the People

No "upper class" dictates what shall be taught in America's classrooms. No religious group uses it as an instrument for extending its creed. Since it is controlled by all the people, it enjoys the support and confidence of the great mass of the people. The battle to place the public schools under the control of all the people was not easily won. The victory was a precious one. It must be guarded! *Nothing would so undermine confidence in education as to allow it to become an instru-*

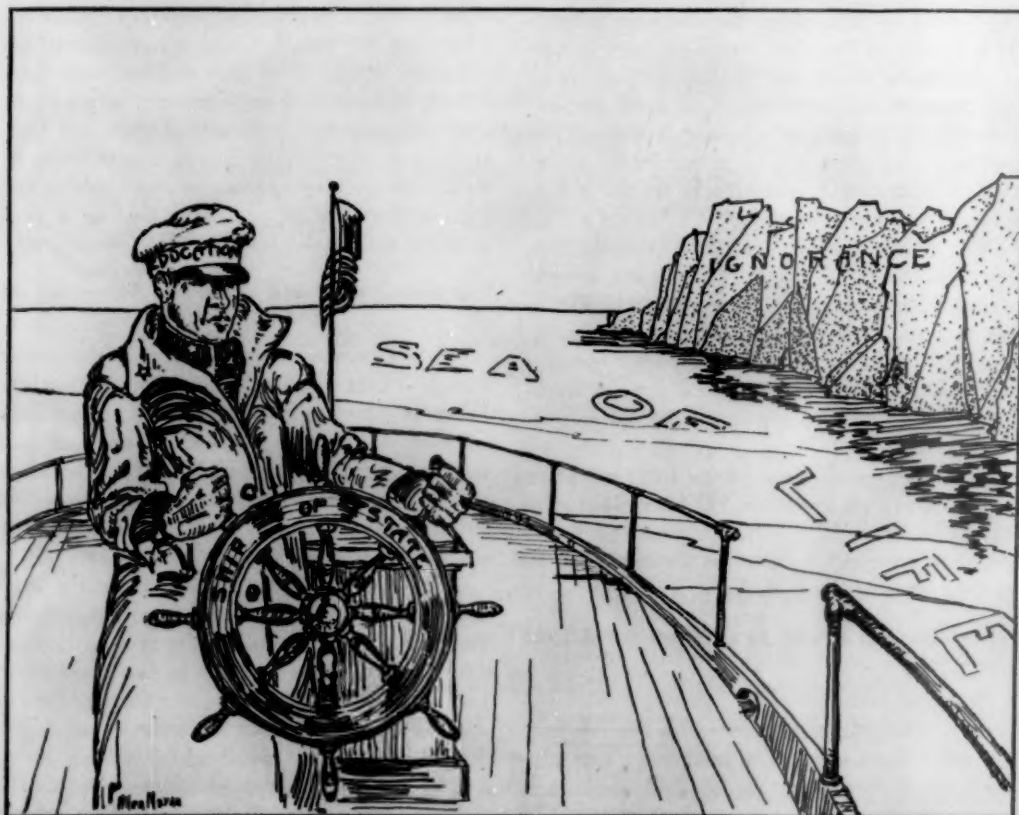
ment for the propagation of the social, economic, or religious prejudices of factional groups.

The American School Offers a Complete Education

Many of our States have recognized that money invested in high schools and colleges, as well as that invested in elementary schools, brings big returns. They have provided free schools extending from the kindergarten through the university.

This is as it should be in a democracy. The arguments against free college education are the same as those advanced against free elementary schools a century ago, and against free high schools fifty years ago. No State can make a better investment than to provide a complete education for all who have the capacity and the desire to obtain it.

Industry and brains, rather than caste or wealth, are the keys that should open the doors of educational opportunity in a democracy.



Drawn by a High School Boy of Washington, D. C.

Increasing Attendance Reflects Growing Confidence in the Schools

A larger percentage of parents are making sacrifices so that their children may enjoy the benefits of a complete education than ever before. In 1870 six children of every ten from five to eighteen years of age were enrolled in a public school.¹ In 1922 eight of every ten children from five to eighteen were enrolled in a public school.

Not only are more children enrolled, but more of those enrolled are attending regularly. In 1870 all public elementary and secondary schools provided 539,053,423 days of schooling. In 1922 they provided 3,022,882,932 days of schooling. If the general population of the United States had increased as rapidly as school attendance between 1870 and 1922, we would have 216,227,633 people in the United States at the present time.

Part of the increase in school attendance is due to the enactment and better enforcement

of compulsory attendance laws. But these laws are but the reflection of a growing public confidence. In fact, it is in the high schools, where attendance generally is not compulsory, that the increase has been most rapid.

In 1920 there were more children enrolled in the public high schools of New York State than in all public high schools in the Nation in 1890. In 1920 each of five states (California, Illinois, New York, Ohio and Pennsylvania) had more children enrolled in public high schools than were found in all the public high schools of the Nation in 1880.

In 1890 three children out of every one hundred, of ages fourteen to eighteen, were enrolled in high school. In 1922 twenty-four out of every one hundred children of the same age were enrolled.

The growth in public school enrollment is a clear indication of a growing realization of the value of the service rendered by the public school both to the individual and to the Nation.

¹ Figures in this section based on reports of U. S. Bureau of Education.

CHART I

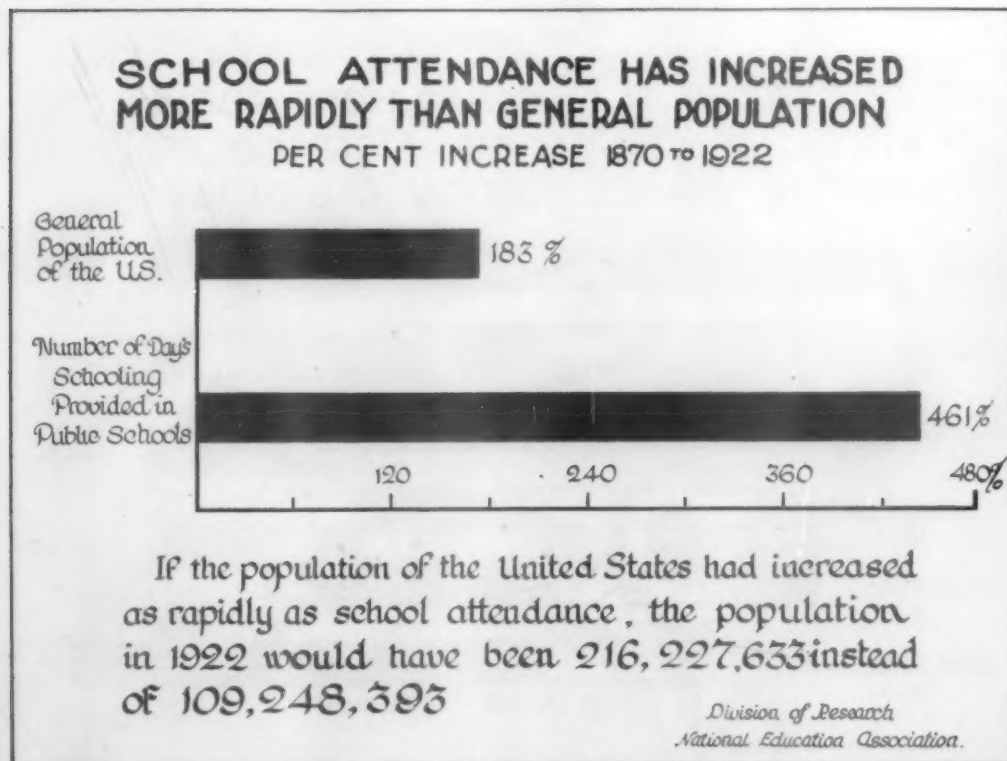
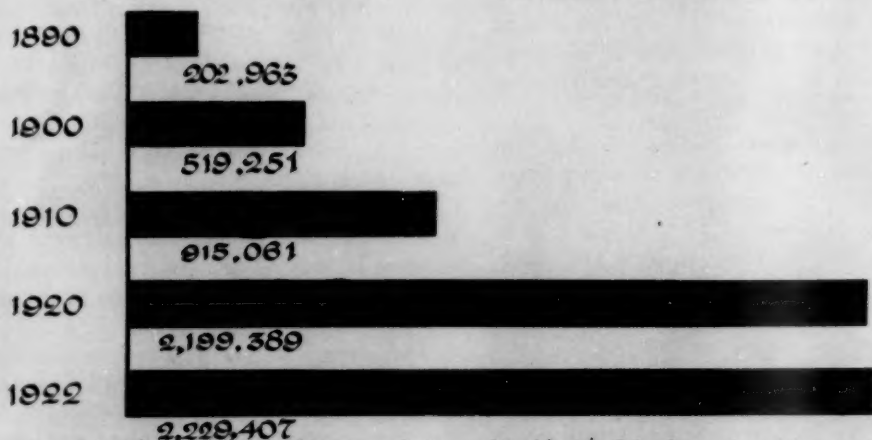


CHART II

NUMBER OF STUDENTS ENROLLED IN PUBLIC HIGH SCHOOLS

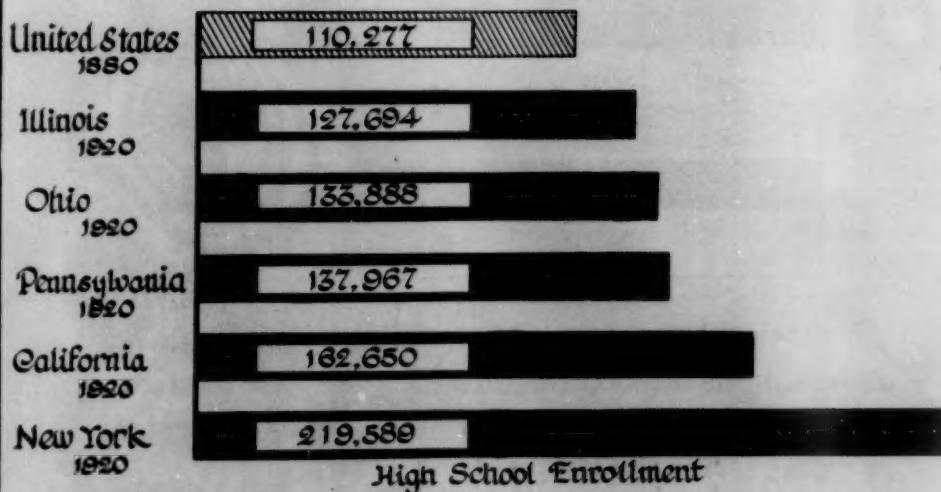


If the population of the United States had increased as rapidly as its high school enrollment since 1890 its general population would now be 687,861,581.

*Division of Research
National Education Association*

CHART III

FIVE STATES IN 1920 HAD MORE PUPILS ENROLLED IN PUBLIC HIGH SCHOOLS THAN THE WHOLE NATION HAD IN 1880



*Division of Research
National Education Association*

Progress Has Been Made in Reducing Ignorance and Illiteracy

The public schools have lifted the general level of education in the United States. In 1880 there were 6,239,958 illiterates—those who had had "no schooling whatever." In 1920 there were 4,931,905 in this class. One person in every six in 1880 was without schooling. At the present time, one in seventeen has had no school training.

In spite of the fact that schools are still practically non-existent in some communities and that millions of foreign-born illiterates have been admitted since 1880, there has been some progress made in reducing the total number of illiterates. Each decade since 1890 has shown some decrease in the number of people in the United States who have had "no schooling whatever."

The work of all educational agencies is superimposed upon that of the school. The influence of the library, the newspaper, and

the magazine would be meagre, indeed, if it were not built upon the foundation laid by the school. *In the final analysis, every advance made possible by the increasing intelligence of our general population is a result of the work of the public school.*

Few But Educated People Achieve Notable Success in Life

The importance of education as a condition to success in life is revealed by figures just issued in "Who's Who in America."¹ Educational information is given for 22,075 "notables" listed in the 1922-23 volume of this publication. Of this number, 17,077, or over 77 per cent, have had college training; 3,118, or 14 per cent, have had secondary or high school training; and 1,880, or less than nine per cent, have had less than high school training. When these figures are compared with those in the 1899-1900 edition, it appears that it is increasingly difficult to achieve notable success in life without a complete education.

¹ Who's Who In America, 1924-25, Vol. 13, A. N. Marquis and Company, Chicago, Ill.

CHART IV

TOTAL NUMBER OF PEOPLE WHO, ACCORDING TO THE U.S. CENSUS REPORTS, HAD "NO SCHOOLING WHATEVER"



Division of Research
National Education Association

EDUCATION OF THE "NOTABLES" LISTED IN WHO'S WHO IN AMERICA

	1899-1900	1922-23
Per cent with College Training....	72.8	77.4
Per cent with Secondary and High School Training.....	16.2	14.1
Per cent with Common School Training.....	11.0	8.5

These figures from "Who's Who in America," Vol. IX, page 25 and Vol. 13, page 26.

In 1900, 11 out of every 100 people listed in "Who's Who" had had less than a high school training. In 1923, eight out of every 100 had had less than a high school training.

An increasing percentage of those who achieve notable success in life comes from the small proportion of our population that avails itself of the full opportunity offered by our educational system. One investigation has resulted in these calculations:

EDUCATION AND CHANCE OF ACHIEVING DISTINCTION

Amount of Education	Chance of Achieving Distinction
Without education.....	1 in 161,290
8th Grade education.....	1 in 40,841
High School education.....	1 in 1,606
College education.....	1 in 173

The figures in this table were taken from a study by George P. Hambrecht and J. G. Childs, Sheboygan Vocational School, Madison, Wisconsin.

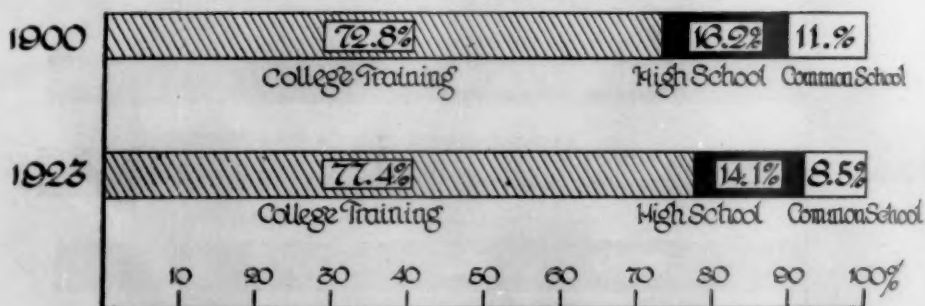
Innate capacity and many factors, other than schooling, play a part in determining the success in life of a man or woman, but it cannot be doubted that education plays a major role.

Poor Schools Do Not Produce Leaders

This fact is supported by further evidence given in Who's Who. The census of 1870 is nearest the birth of most of the people now included in this publication. At the time of this census, 26,952,301 people were living on

CHART V

WHAT IS THE EDUCATION OF THOSE WHO ACHIEVE NOTABLE SUCCESS?

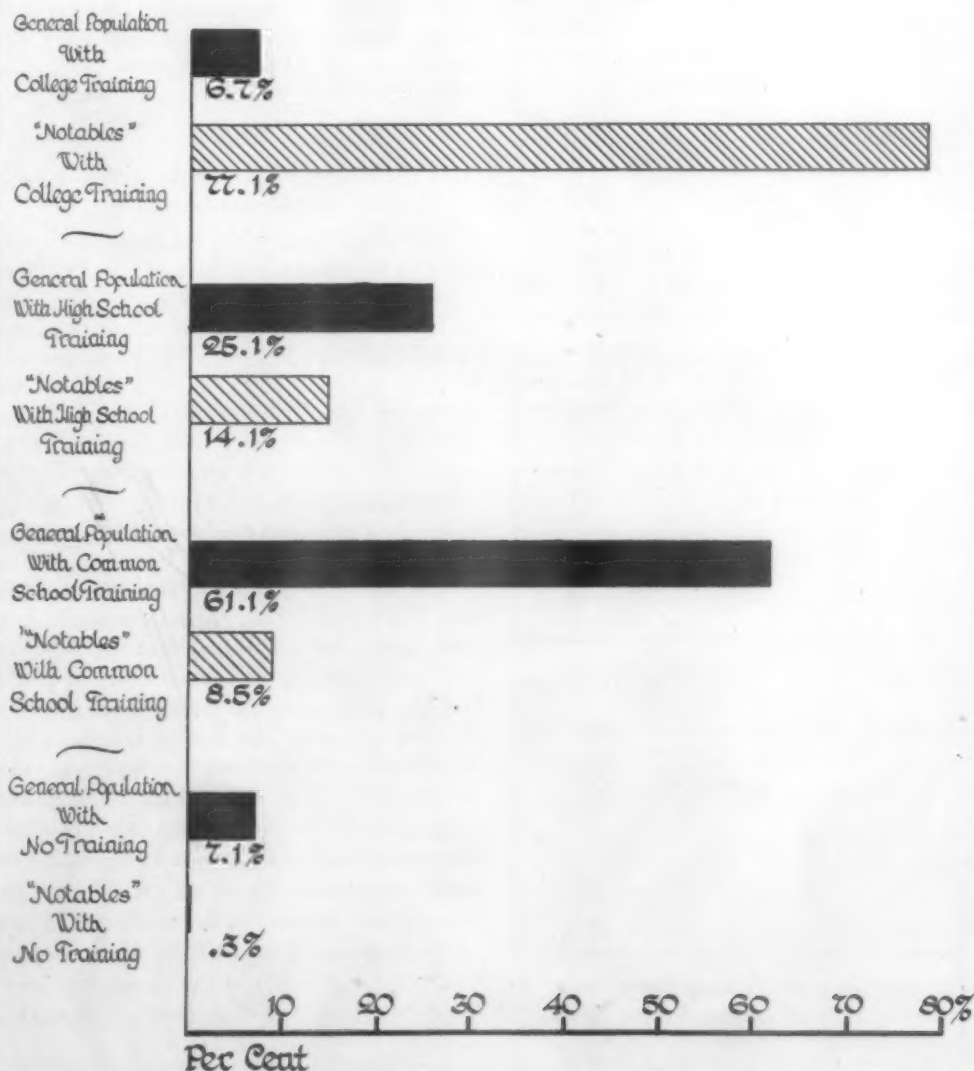


Success in life is increasingly
dependent on a complete education.

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CHART VI

EDUCATION OF "NOTABLES" COMPARED WITH EDUCATION OF GENERAL POPULATION



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The figures on education of general population are from U. S. Bureau of Education. Those on education of Notables are from *Who's Who in America 1924-25*, Vol. 13, p. 27.

farms in the United States and 11,606,070 were living in cities, towns, and villages.

Since nearly 70 per cent of our people were living on farms in 1870, and since most of the people listed in *Who's Who* were born around 1870, we would expect to find that most of those listed in *Who's Who* were born on farms. Just the opposite is the case.

Although 70 per cent of our people were living on farms in 1870, but 6,288, or 25.9 per cent, of the people listed in *Who's Who* were born on farms. Although only 30 per cent of our population in 1870 was living in cities, towns, and villages, this 30 per cent has produced 17,990 notables or 74.1 per cent of those listed in *Who's Who*.

Stated differently, we may say:

Each 1,000,000 people living in rural sections produced 233 notable men and women.

Each 1,000,000 people living in urban sections produced 1,550 notable men and women.

In proportion to population, over six times as many notable people are born in urban as in rural communities.

DISTRIBUTION OF POPULATION, 1870

	Population in 1870	Percentage
Living on farms.....	26,952,301	69.9
Living in cities, towns, and villages.....	11,606,070	30.1
Total.....	38,558,371	100.0

Figures based on per cents given in *Who's Who in America*, Vol. 13, page 29.

BIRTHPLACE OF "NOTABLES" BORN ABOUT 1870

	No. of "Notables" in <i>Who's Who</i>	Percentage
Born on farms.....	6,288	25.9
Born in cities, towns, and villages.....	17,990	74.1

Data from *Who's Who in America*, Vol. 13, page 29.

The farm falls far short of contributing its proportionate share of the Nation's leaders.

It is popularly assumed that the rural environment is the most favorable for the development of greatness. The facts stamp this as another popular fallacy. It is in the towns and cities and villages that our leaders are born and educated. The handicap of the miserable educational facilities provided in many rural sections is too great for country children to overcome. Genius may "out," but few of us are geniuses. Most of us need a good education to bring out the best that is in us.

On the other hand, urban children enjoying the advantages of superior schools have had more than an equal opportunity to develop their talents and have claimed a lion's share of the places of leadership in the Nation.

Does the Country Child Have a Fair Educational Chance?

The great discrepancy between the school facilities provided for urban and rural children is realized by few. In 1918 the city child on the average had an opportunity to attend school 182 days, the rural child had but 143 days of school. The city child had, on the average, \$61.13 expended on his education each year. The country child had but \$40.14 expended for his year's schooling.¹

The average city child in 1923 was instructed by a trained teacher, with high school and normal school training, who was paid an annual salary of \$1,653.² The country child was instructed by an untrained teacher, in some cases not even an elementary school graduate, receiving an annual salary of \$729.³

Such discrepancies in school standards cannot fail to affect the quality of the school maintained. In the long run, one gets what he pays for. The 189,227 one-room schools existing in the Nation, usually poorly equipped and maintained, cannot expect to produce the same educational results as graded city and consolidated schools. *The rural school stands between thousands of children and the opportunity to make the most of themselves which should be every American child's birthright.*

¹ Figures from *Biennial Survey of Education, 1916-1918*, U. S. Bureau of Education.

² Figure from *Teachers' Salaries and Salary Trends in 1923*, Report of the Salary Committee of the National Education Association.

³ Figure from *Salaries of Country Teachers in 1923*, U. S. Bureau of Education, Rural School Leaflet, No. 24, April, 1924.

The Objectives of the Public School Are Fundamentally Sound

Never before in our history has the public school had sounder objectives than those of today. The attainment of the present aims of the school would solve most of our great national problems. No other educational agency has a similar set of objectives. Other great educational influences in our civilization—the newspaper, the magazine, the motion picture theatre—have as a primary purpose, the making of money. If they fail to make money, they cease to exist. The constructive educational work that they perform, whether great or small, must in the nature of things be incidental to their primary purpose.

As a constructive educational force, the school has no such handicap. It exists for no other purpose than the setting and attaining of sound educational objectives. It is our one great constructive institution with a purpose broad enough to touch every phase of living and an influence wide enough to touch every citizen. In 1922, 22,652,169 children came under the tutelage of 727,119 public school teachers. One person in every five in America devotes half of his waking time to school activities. The rest of our 110,000,000 people either as parents, tax-payers or citizens, have a less direct but no less an important stake in the school's accomplishments. America can find no more promising institution into which to pour its superabundant energy and tremendous wealth than the public school.

CHART VII

COURSE OF STUDY BULLETINS CHARACTER AND CITIZENSHIP TRAINING				
1 CHARACTER BUILDING Department of Education, Buffalo	2 CHARACTER EDUCATION METHODS THE IDEA PLAN STUDY AND ACT 1922	3 SYLLABUS ON MANNERS AND CONDUCT 1922	4 COURSE OF STUDY Health and Hygiene History and Civics Physical Study Geography Art/Handwork PUBLIC SCHOOLS SALT LAKE CITY	5 <i>Indianapolis Public Schools</i> Course of Study in American Citizenship 1922
6 COURSE OF STUDY Democracy and Patriotism ELEMENTARY AND HIGH SCHOOLS NEWARK, NEW JERSEY	7 MORAL INSTRUCTION IN THE PUBLIC SCHOOLS THROUGH THE STORY 1922	8 Los Angeles City High Schools COURSE OF STUDY MONOGRAPHS 1922 CHARACTER and CONDUCT	9 THE COURSE OF STUDY IN CIVICS GRADE 100-105 AND 105 PUBLIC SCHOOLS OF PHILADELPHIA 1922	10 HANDBOOK OF DASHWOOD 1922 LA CROSSE HIGH SCHOOLS 1922

Bulletin No. 2 has been adapted to the needs of many school systems. The other bulletins are in use in the following cities and States: (1) Buffalo, N. Y.; (3) State of New York; (4) Salt Lake City, Utah; (5) Indianapolis, Ind.; (6) Newark, N. J.; (7) Salem, Oregon; (8) Los Angeles, Cal.; (9) Philadelphia, Pa.; and (10) LaCrosse, Wis.

What Are the Aims of the Public School?¹

The public school recognizes as its first aim the development of character through fixing right habits of conduct. Such habits are fundamental to moral integrity. Preachments of the moral virtues too often miss their mark. But when a child in real life over a period of years finds himself in a situation in which it is made pleasant to be honest, to cooperate effectively with his neighbors, to reverence things that are reverend, progress has been made toward developing his character.

He who says that the school cannot develop character because it cannot teach particular religious creeds, does not understand the first essential in the development of a sound character—the creation of an environment in which right conduct is made easier than wrong conduct. Honesty, industry, reverence—these are not the outcomes of any one religious creed or dogma. These and other virtues that go to make up good character are the outcomes of *right conduct continued over a period of years until it becomes a habit.*

The contribution of the school in the building of character is appreciated by religious groups. In many cities, cooperative relationships have been established between the churches and the public schools so that each child may receive the religious instruction of his church. Thus the character training of the school and the religious training of the church both contribute to the growth of the child's moral life.

School systems in revising their courses of study are shaping their whole school programs so that every subject taught and every school activity engaged in, makes its proper contribution toward the development of character. Chart VII on page 109 shows but a few of the manuals on character education that have been recently prepared in public school systems.

At the last meeting of the National Education Association, attended by thousands of teachers from all parts of the Nation, character education was a major subject of study. If all the forces that influence character development in our children, such as the home

and the motion picture theatre, were working as intelligently and as faithfully as the school to keep children constantly under the influences that result in sound character, no one would need worry about the Nation's moral ruggedness.

The school aims to give all children a good command of the fundamental process—the three R's. Slightly over half of the time of common school children is devoted to work in the three R's—reading, writing, arithmetic, spelling and language. There is evidence that children of today have a better command of the three R's than those of any previous generation.

The Springfield Tests Show that the Three R's Are Better Taught Today Than They Were Two Generations Ago

In 1905 several sets of old examination papers, written in 1846, were discovered in the attic of a school building in Springfield, Massachusetts. These 1846 examinations have been given to children in present-day schools and the results compared.

The results of such comparison may be summarized in the following quotations from *The Springfield Tests*.²

1. Whatever may be said regarding the schools of half a century ago, these old test papers present indisputable evidence of their inferiority as compared with the schools of the present day.

2. Anybody who would examine the eighty or more sheets of specimen penmanship of the class of 1846 would be almost willing to accept the statement of the School Committee of Springfield in their report of 1853 that "there are but few in our schools who attain excellence in this beautiful accomplishment [penmanship] or even a moderate degree of skill." The results [of present-day school children] seem decidedly superior to those attained under old-time methods.

3. The results of these two tests [spelling and arithmetic] seem to indicate that today, children are not only better spellers, but that they reason better in arithmetic, and are more accurate in ciphering than children of about the same age half a century ago.

How Efficient Were the Schools of a Generation Ago?

There is definite evidence that the schools of the middle of the last century were very

¹ This section is based on a review of 82 courses of study published by public schools since 1920.

² Riley, John L. *The Springfield Tests—A Study in the Three R's*. Springfield, Mass., Holden Patent Book Cover Co., 1908, 51 pp.

inefficient. A survey of the Boston schools was made in 1845. These schools were probably among the best in the country at that time. The following statements are quoted from this 1845 Survey of Boston's Schools.¹

1. It is very difficult to believe that, in the Boston schools, there should be so many children in the first classes [eighth grades] unable to answer such questions; that there should be so many who try to answer, and answer imperfectly, that there should be so many absurd answers, so many errors in spelling, in grammar, and in punctuation.

2. There is another sad reflection suggested by these answers. They show, beyond all doubt, that a large proportion of the scholars of our first classes [eighth grades], boys and girls of fourteen or fifteen years of age, when called upon to write simple sentences, to express their thoughts on common subjects, without the aid of a dictionary or a master, cannot write, without such errors in grammar, in spelling, and in punctuation, as we should

blush to see in a letter from a son or daughter of their age. And most of these children are about finishing their school career; they are going out into life.

The *Common School Journal* for October, 1845, commented on the results of this investigation of the Boston schools as follows:

We have no wish to blazon abroad the defects of these schools; but if this occasion should not be made use of, for admonition and warning, the calamity of their present condition would not only be gratuitously suffered, but it might be perpetuated for years to come.

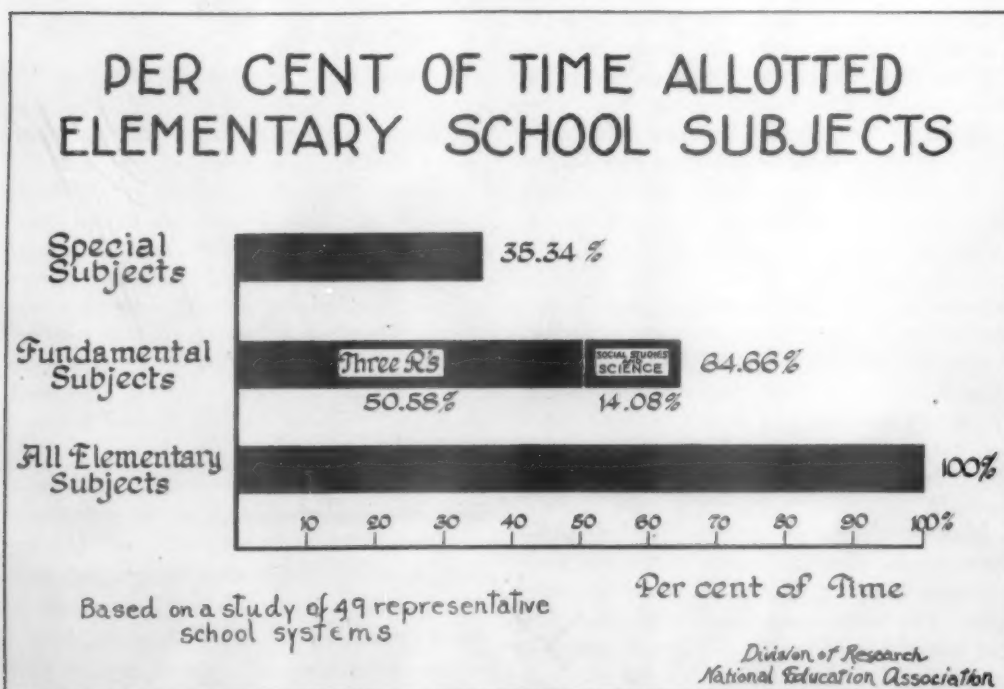
No one can look carefully into the details of this examination without discovering an accumulation and redundancy of evidence in support of the declaration made by both of the committees, that the children have been superficially taught.

Better Results in Less Time

Why are modern schools able to secure better results in the three R's than were achieved

The statements given are quoted from: *Then and Now in Education, 1845-1923*, Caldwell and Courtis. Yonkers-on-Hudson, N. Y., World Book Co., 1923. P. 46 and following.

CHART VIII



The data in this chart were taken from the 1924 Yearbook of the Department of Superintendence of the National Education Association, p. 142.

a generation ago? They do this by using effective teaching methods unknown a generation ago.

Take spelling for example. Schools used to try to teach children 20,000 words or more. "Learn the dictionary" was the aim. The result was that the average child often failed to learn even the simple words. Now we go at it differently. We know, as a result of research, that the ordinary person seldom writes words that are not found in the 2,000 most common words in the English language. So children are carefully drilled on a shorter list of words—those they will really use. They are taught to use the dictionary in the exceptional cases when they need to use words outside this list.

In reading, the old wasteful "alphabetical" method has given place to phonic and sentence methods. Educational research has demonstrated the fallacy of teaching children to read by a method never used by those who read well. No one reads by spelling out words, letter by letter. The good reader, in fact, actually *sees* only a part of each word. Good reading is a process of hitting the high spots. The new methods of reading recognize this and the child from the beginning learns to read words or phrases—not letters.

As he achieves facility in doing this, he is drilled in *silent reading, the kind that people use in life*. His reading ability is not slowed up by hitching it up with a lot of interfering habits, such as the lip movements that go with long continued drill in oral reading. As a consequence, children's reading speed is dependent on the speed of eye movements, rather than upon the speed of lip movements. Carefully devised tests show that *children taught by modern methods, and drilled in silent reading, not only read faster, but recall more of what they read, than children taught by old methods*.

Modern schools, using more effective teaching methods, give children a better grasp of the three R's in a shorter period of teaching time. This leaves some time for other instruction essential to successful life in modern civilization. The school would fall far short of its duty if in this age it merely gave future citizens a mastery of the three R's.

The school aims to give children the health habits and attitudes essential to healthful living. This objective is now clearly recognized in all well-organized school systems. The National Education Association and the American Medical Association have recently cooperated in the preparation of a report on Health Education that states the aims of public schools in health education as follows:

The Aims of Health Education¹

1. To instruct children and youths so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life, and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family and community life.
3. To influence parents and other adults, through the health education program for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.
4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race.

There is evidence that real progress has been made in achieving these health objectives. The death rate shows a steady decline in the United States. The work of the school is fundamental to solid progress in preventive health work. New discoveries, unless incorporated into the lives of the people through proper health habits and attitudes toward hygienic regulations, are of little practical effect. The foundation essential to progress in health work is laid in the public schools, it is here that children learn how to keep well. Chart IX indicates that the United States is learning how to prolong life.

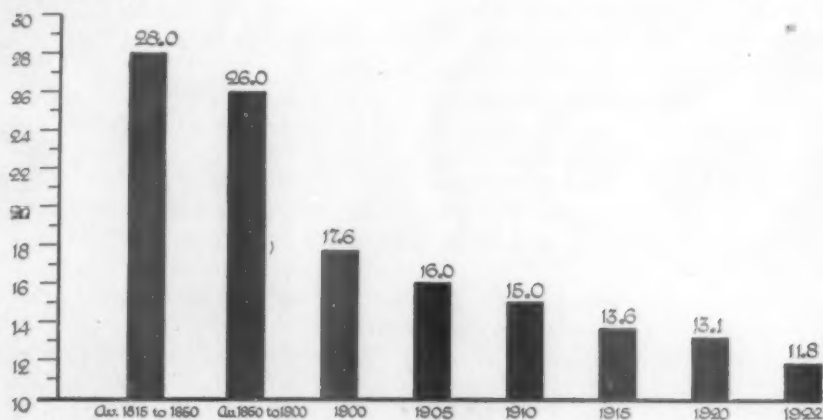
That school health programs are achieving their objective is indicated by the comparison of physical defects among city and country children. The children of cities which have more generally developed health programs, in which the school and home cooperate, have a smaller percentage of physical defects than children of rural sections. Chart X presents data on this point.

¹Health Education—A Program for Public Schools 1924, report of Joint Committee of National Education Association and American Medical Association, Thomas D. Wood, Chairman. Chart X is based on data taken from the 1920 report of this committee.

CHART IX

THE FOUNDATION FOR HEALTHFUL LIVING IS LAID IN THE PUBLIC SCHOOL

Yearly Death Rate
Per 1000 People



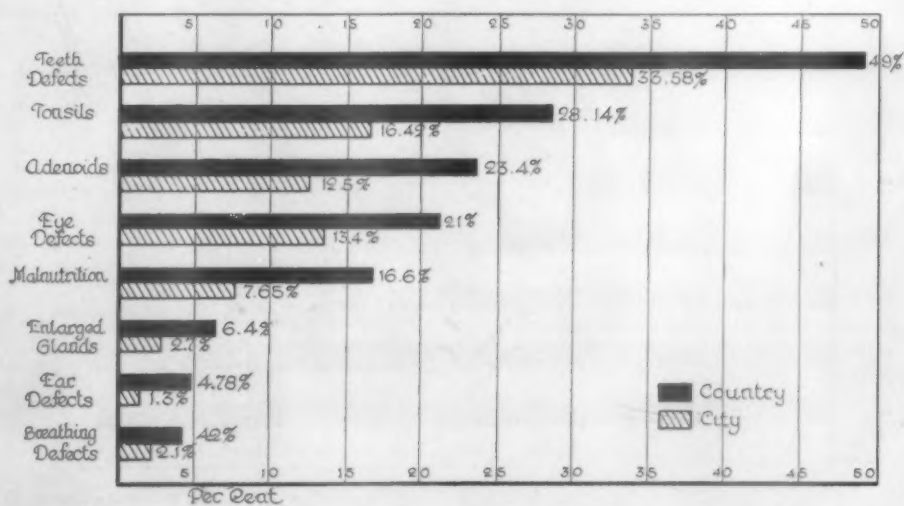
"Health as a rule is a purchasable commodity and
the price is education."

*Division of Research
National Education Association*

CHART X

PHYSICAL DEFECTS ~CITY AND COUNTRY CHILDREN

City and Country Children Compared
Percentage Averages of all Available Statistics



*Division of Research
National Education Association*

The public school recognizes the development of good citizenship as one of its primary tasks. Schools are being organized more and more in a manner designed to produce good citizens. It has too often been assumed in the past that a knowledge of governmental form and organization is sufficient for good citizenship. More than this is essential. The voter must not only know how the president is elected but must vote at the presidential election. Modern schools are organized so as to give children actual practice in the activities of a good citizen. While in the formative period of life the child is imbued with the right habits of action and attitudes toward his duties as a citizen. It is in the extension and perfection of this type of school work that the best hope lies for the development of a better citizenry.

The school aims to give training essential to effective home life. "The loss in influence of the home" justifies the inclusion in school curricula of activities designed to give children the attitudes that will make them better cooperators in the life of the family. Activities that encourage children to accept responsibilities as members of a family are basic if later as parents they are to possess a proper sense of their home responsibilities.

The acquisition of skills that are essential to a well regulated home can be imparted to children and become the basis of better cooperation in the home now and in the future.

Such knowledge as how to prepare food and how to care for young children is badly needed in millions of American homes.

Notable success has accompanied the efforts of the public school in some of our cities to inculcate better attitudes and skills as a basis of better home life. Reduction in infant mortality is but one of many advances to which the school has made an important contribution. The school should continue to implant in children's lives a vision of and a desire for better homes.

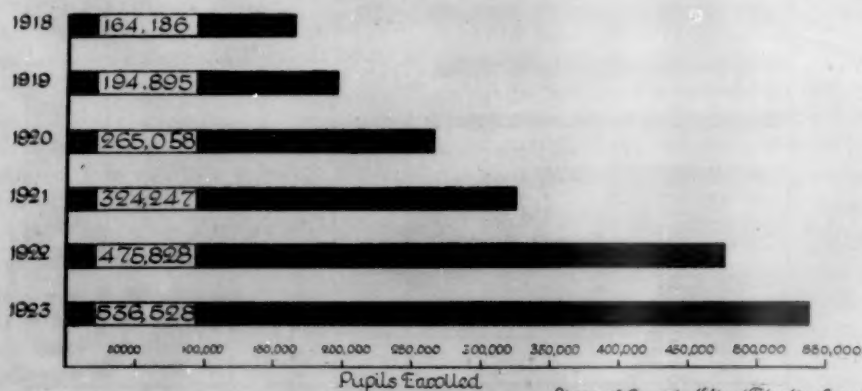
The foundation for vocational efficiency is laid in the public school. No question is more generally asked by employers than, "How much schooling have you had?" It is recognized that the successful completion of a public school course guarantees the basic general training and many of the specific skills that are essential to quick aptitude in any line of work.

The workers in States that have maintained strong school systems during the past generation are now earning nearly twice as much as those in the States that have given less attention to public education.

Larger and larger numbers of youths are being enrolled in classes whose principal objective is to train for specific vocations. According to the 1924 Report of the Federal Board for Vocational Education, the enrolment in Smith-Hughes Classes has grown from 164,186 in 1918 to 536,528 in 1924.

CHART XI

ENROLMENT IN SMITH-HUGHES VOCATIONAL CLASSES



Vocational education will grow rather than decrease in importance as America's natural resources diminish. Economic prosperity will have to be based upon the skill of the Nation's workers, rather than upon the exploitation of natural resources. This fundamental fact justifies the increased importance given to vocational training in the upper levels of the public schools.

The schools aim to train children for the effective use of leisure time. The growing amount of leisure time that modern industrial life makes available can either be a blessing or a curse to the Nation. If it is used to satisfy simple and wholesome tastes that make for moral and physical progress, increased leisure is an asset to a Nation. If used as a time for indulgence in the enervating pastimes that undermine a Nation's moral and physical well-being, and unfit it for effective work, leisure time is a liability.

It is not a question of leisure time or no leisure time. All tendencies at present point to an increase rather than a decrease in the amount of spare time that each man will be able to command. The question is one of determining how the time is to be used.

During youth the tastes of most men are determined. The work of the school in establishing the proper habits and ideals for the use of leisure time will largely determine whether this time is to be an asset or a liability to the Nation. There is evidence that the work of the school plays an important part in establishing these habits and ideals.

There is a far wider circulation of reading material in the States that have maintained strong school systems during the past generation than in those that have maintained poorer

schools. This is partially the result of the increased emphasis that the better schools have placed upon the development of leisure time reading habits. The modern school strives not only to give the child the ability to read, but in addition attempts to establish the habit of reading.

Large numbers of children are carrying over into adult life pleasure in wholesome physical recreation. An appreciation of good music is held by a larger percentage of our population than ever before. The school is the most effective agency for continuing and strengthening these tendencies in our life until they prevail over the cheap, commercialized forms of recreation so freely offered on every hand.

The public school aims to increase the general mental efficiency of all children. Mental efficiency may be increased through training in habits of study and encouragement in independent thinking. Children differ widely in innate mental capacity, but all children may, through training, be taught to use their native mental equipment with greater efficiency. The teaching of how to think is more important than the teaching of what to think.

In the Army intelligence tests, the average scores made by native-white troops from States with well-developed educational systems were distinctly higher than those made by similar troops from States that are backward educationally. During the war the unexpected adaptability of men who had enjoyed high school and college training was recognized in all branches of the service. These facts point to the school as an important factor in the development of that most valuable form of National wealth—high mental efficiency.

PROVING AND improving one's personal abilities cannot, however, be left until one is twenty-one. What has happened in the plastic years which have run before is determinative. A "square deal" in adult life is not worth much unless there is a "fair chance" during childhood.—*Henry Szallos, Our Faith in Education, p. 33.*

TEACH EVERY child the obligation to serve and equip him through training to serve with joy and success, and the foundations are laid for ethical character. Develop wholesome, abiding, and enlarging interests during the earlier years, and the leisure that comes after honest toil will give inspiring opportunity for the things that build up life.—*Joy Elmer Morgan, Child Welfare Magazine, September, 1924, p. 31.*

How to Strengthen the Public Schools?

The American school is founded on democratic principles, its objectives are fundamentally sound, and the great work that it has performed for the Nation cannot be denied. Yet, there still exist weak spots in our educational system. In some places, children are offered practically no educational opportunity. In others, miserably inadequate schools are maintained that the Nation would be better off without. The results of such conditions are revealed below.

EDUCATIONAL LIABILITIES

The Direct Result of Failure to Provide Adequate School Facilities in Thousands of Communities.

4,931,905 confessed illiterates with "no schooling whatever."
3,084,733 native-born illiterates.
1,242,572 native-white illiterates.
1,340,625 men, a little more than one in every five rejected in the draft as physically unfit for military service.
1,437,783 children between the ages of 7 and 13 not attending "any kind of educational institution."
\$825,000,000 annual economic loss due to illiteracy.
\$3,000,045,000 annual economic loss from preventable disease and death.

These facts taken from Federal Census, Bureau of Education reports and Waste in Industry—Report of Committee appointed by Herbert Hoover.

The facts given, as well as others that might be presented, are conclusive evidence that education needs strengthening in many places. What are some of the first essentials to a more effective American public school?

If the Public School Is to Be Strengthened, a Better Teacher Must Be Provided.

It is no disparagement of thousands of capable and devoted teachers now in the service to assert that the typical American classroom is taught by a teacher less well equipped for his task than are teachers of other advanced nations.

When the handicaps under which teachers have worked are considered, it is remarkable that the school has done so well. Devotion and self-sacrifice in the past has to a large extent been substituted for training and experience. This substitution will be increas-

ingly difficult as the complexity of our life continues to increase. Training and experience as well as devotion will be essential to successful teaching.

Teachers themselves have already clearly recognized this fact. They are flocking to summer sessions by hundreds of thousands, and are securing, often at a sacrifice of their physical and financial welfare, the training that they lack. Teachers already in the profession may be willing to do this. It will be increasingly difficult to obtain an adequate supply of new recruits willing to obtain their training at such a cost.

There is a greater need than ever before for facing the facts as they exist and for taking the steps that will provide fully prepared teachers for all classrooms. What are some of the facts that deserve consideration?

The typical American teacher is untrained. Considerably more than half of our teachers have less training than the equivalent of high school graduation and two years of professional training in normal school. It is doubtful that even half are bona fide high school graduates, while the training of thousands is limited to that given in the common school, plus a period of a few weeks coaching, followed by a "teacher's examination." This examination is a farce in many places. It is "passed" by a sufficient number to fill the teaching vacancies, irrespective of the grades made.

Even when the full normal school training is achieved, it is not comparable to that given in other professions. The typical normal school spends approximately \$250 per year per student. Institutions of higher training for other professions expend \$400 or more each year for each student.¹ It is not to be wondered at, therefore, that normal schools generally have less well-prepared instructors and poorer equipment than have the standard colleges of liberal arts and professional schools.

The typical American teacher is inexperienced. In many cases he is teaching his "first school." It is about an even chance that he had but two or three years experience.

¹ These figures based on an unpublished study of F. R. Hamilton, at Teachers College, Columbia University, New York City.

It is generally agreed among experienced school people that teachers, even with sound professional training, preceding actual teaching, seldom reach a high degree of proficiency in the classroom until they have had three or four years of experience—and that at least six or seven years of teaching experience are essential to the highest skill in the classroom.

The background of the typical American teacher is not all that it should be. Recent surveys of the teaching personnel of several States have revealed these facts:¹

1. In some States a high percentage of normal school students come from homes which, although in America, are entirely foreign in language, customs, and ideals.

2. The percentage of students in teacher training institutions coming from homes in which the father's occupation is highly skilled, that is approximates the professional levels, is lower than for the students of other colleges.

3. The percentages of students in teachers colleges coming from homes supported by semi-skilled and unskilled labor is higher than it is in other colleges.

4. The number of children is larger, but the total annual income is smaller in the families from which teachers are recruited than in the families of other college students.

Taken as a whole, the facts indicate that the students in teacher training institutions are a less highly selected group than those found in liberal arts colleges.

If we disregard exceptional cases, of which there are many to be sure, we may say that:

1. Teachers are less well trained for their work than members of other professions.

2. On the average, they serve too short a period to reach full teaching efficiency, making "Teaching a procession, rather than a profession."

3. The racial and family background of many teachers is such that they are not prepared to transmit the best American political and cultural ideals to the children under their care.

Think of the Child!

It is the children who are concerned in this whole matter. If children are to be well taught, first class teachers are essential. If

the Nation's teachers in their background do not represent the best in American life, the Nation's children and the Nation itself suffers. Any steps toward improving the make-up of the teaching profession should be based upon these considerations. America needs a strengthened public school, and the first essential in a strong public school is a capable teacher. Hence, the question of strengthening the teaching profession deserves special consideration.

How to Strengthen the Teaching Profession

We must squarely face the fact that if America is to have a better teaching profession it must pay for it. The law of supply and demand works here as elsewhere. In the long run, one gets what he pays for, whether he is buying shoes or teaching services. America can have as good teachers as it is willing to demand and to pay for.

If America's classrooms are to be filled with capable and well trained people whose cultural background represents the best in American life, the economic return offered by the teaching profession must be such as to justify undergoing a period of professional training.

It is useless to expect young people, coming from cultured families and possessing vision and capacity, to undergo a period of expensive training in order to enter a service whose rewards are too meagre to allow them the material things essential to a life of culture.

Teaching offers a splendid opportunity for satisfying service, but this appeal alone always has been and always will be insufficient to attract a sufficient number of the Nation's best young people. The missionary appeal of the teaching profession may bulk large in the mind of the short-sighted taxpayer, anxious to secure a high class service at a low grade wage, but to the clear-visioned high school graduate, it is likely to loom less prominently. Today young people have too many opportunities to perform services of value to the community, at a fair return, to expect them to be willing to enter teaching at a pittance.

The salaries paid teachers is the greatest single force determining the character of the teaching profession. When teachers' salaries are so low that they appeal only to young

¹ Surveys of Normal Schools have recently been made in Massachusetts, Pennsylvania, Michigan and Louisiana.

people whose standard of living is pitched on a mediocre plane, we cannot expect the teaching profession to recruit its fair share of the Nation's most capable and most cultured young people. As soon as teaching offers young people of capacity and culture an opportunity to continue a reasonable standard of living, there will be no shortage of first rate people eager to make teaching a life work.

The teaching profession, in addition to having a sound economic status, must offer a career that may be pursued as a life work. Too often school boards look upon public school service as a crib at which every inexperienced young person who desires is entitled to feed a few years and then go his way. Ridiculous rules against employing married women are passed by school boards. The "home town" girl is given preference over the outsider. Local politicians find it profitable to attack superintendents who fail to select all teachers from the offerings of "Main Street." Too often everything is considered in filling teaching positions but the one thing that counts: Where may be found the teacher capable of rendering children the greatest service.

As soon as teaching is recognized as a form of skilled service in which proficiency is the primary requirement for employment, many more capable young people will be willing to prepare themselves for it. So long as the welfare of the children is treated as of minor importance, and all sorts of extraneous considerations are allowed to determine teaching appointments, rather than ability to instruct children, the number of high grade teacher recruits will remain too small to meet the demands of the schools.

The citizen who successfully advocates lowering teachers' salaries, who opposes the enactment of sound teacher retirement and tenure laws, who acquiesces in the appointment and continuance in the classroom of teachers on any basis other than their ability to instruct children well, who opposes the adequate support of teacher training institutions, makes it impossible to take the first step toward strengthening the public school. Capable young people can take care of themselves. We need not fear that they will crowd into the teaching profession unless it offers a reasonable economic return, and an opportunity for capacity to reveal itself. The Nation's children have less opportunity for choice. Their in-

struction continues whether classrooms are filled by efficient or inefficient teachers.

These are the facts that need to be kept clearly in mind by those who believe in strengthening the American public school.

If the Public School Is to Be Strengthened, Equalization of Opportunity Must Be Made Possible by Increasing the Size of the Units from Which School Support Is Derived.

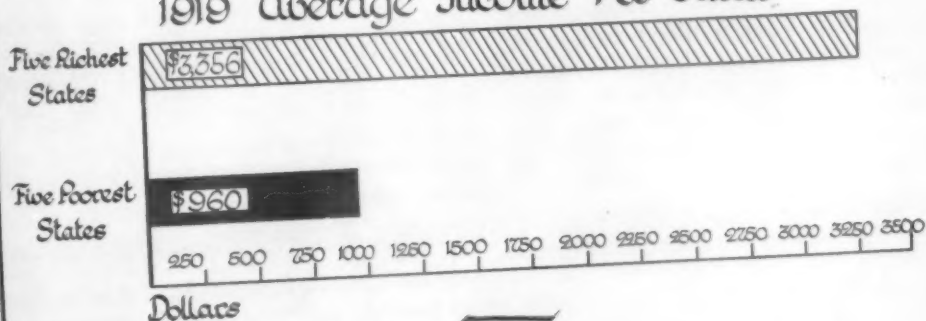
The wealth of the Nation is more than adequate for the provision of a good educational opportunity for all children. However, wealth is very unevenly distributed. Some school districts may have thousands of dollars of taxable wealth behind each child of school age, others have but a few hundred dollars. As a consequence, the educational opportunity of a child too often is determined by the taxable wealth of the school district in which he lives, rather than by his talents or willingness to work. Children in some sections have first rate schools, those in others have poor schools or none at all.

This will continue so long as small bits of territory, such as the local school district, are the units in levying school taxes. Districts so poor that a small school tax is a severe sacrifice, will continue to provide poor schools. Other districts, with great wealth, will maintain first class schools with a tax rate so low that it is hardly noticed. Such conditions make impossible the equality of opportunity for which America stands.

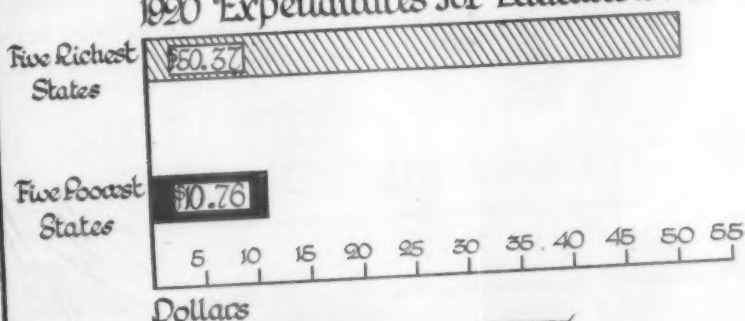
Equality of opportunity can be obtained by removing a large share of the burden of school support from the small district, and placing it upon larger taxation units, such as the county, the State, and the Nation. This will make it possible to level out the tremendous inequalities in wealth which characterize small units of territory. County, State, and National support for education will make it possible to make all wealth bear its just share of the burden of giving all American children the opportunity to attend a first class school. No more important task can be undertaken by a democracy than the education of its children. The proper education of thousands of children—equality of educational opportunity—will be impossible until the principle is put into practice *that every dollar of wealth, no matter where it exists, should bear its just share of educating the Nation's children, no matter where they live.*

WEALTH AND EDUCATIONAL OPPORTUNITY

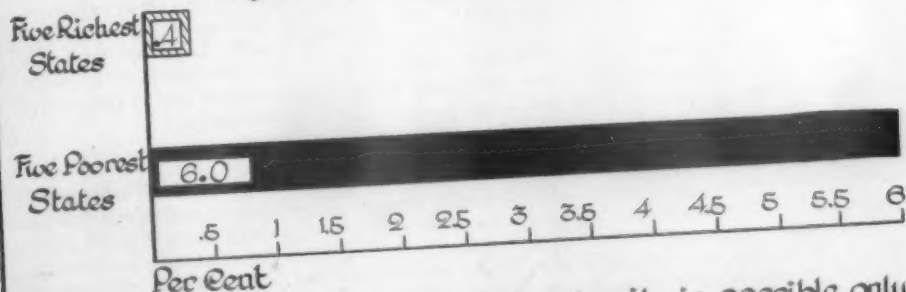
1919 Average Income Per Child



1920 Expenditures for Education Per Child



Percentage of White, Native-Born Population Illiterate



Equality of educational opportunity is possible only when
 school money is collected where wealth exists
 and
 expended where children live.

*Division of Research
 National Education Association*

If the Public School Is to Be Strengthened, It Must Have a Modern Curriculum.

Children are sent to school to receive a training that will fit them for the life of today and tomorrow—not that which existed a generation or a century ago. Only by a constant revision of school curricula can such training be given. This fact has not always guided the formation of curricula. Tradition for tradition's sake, efforts of some well intentioned enthusiast, ill-considered legislative enactments passed at the behest of propagandists—such forces have played too large a part in determining curricula in some communities.

Careful Investigation and Sound Thinking Should Be the Bases of Curriculum Revision.

Hundreds of cities are now revising their curricula on new bases.¹ Scientific studies are resulting in a clearer realization of the basic needs of life and in a better understanding of the capacities of children.

The courses of study that are being built upon an increasing mass of exact information are no longer the work of a single individual such as the superintendent or college professor. The classroom teacher who, above everyone else, must understand the objectives and content of curricula if they are really to influence the lives of children, is playing a larger and larger part in the drafting of courses of study.

The public school curriculum now evolving is more distinctly focused on the problems of today than ever before. Careful educational research, the thought and vision of the curriculum specialist, and the practicality of the classroom teacher, have combined to bring this about.

The Public School Curriculum Faces Forward

History reveals few school systems that have not faced to the rear. The American public school faces forward. Respecting the past, incorporating that of the past that is worthy, it none the less thinks of the glories to be, not of those that have been. It is this fact that

¹ See *Facts on the Public School Curriculum*, Research Bulletin of the National Education Association, Vol. I, No. 5.

SOcial PRACTICALITY has entered the procedure of the school to an extent that warrants the greatest confidence in this aspect of current educational reconstruction.

One has only to call to mind a few illustrations to realize the current urge toward effective work. Silent reading has pushed oral reading into the subordinate place it should occupy, and children read with an increased rapidity that covers more ground. Penmanship is now carried well beyond the point of legibility without pushing toward a perfection of form which wastes time and effort in acquiring small and unnecessary increments of improvement. The words that children are taught to spell are those that ordinary people actually use, the lists of the previous generation being cut down to a third or a fourth of what they once were, permitting increase of drill on necessary words or the sheer saving of school time. Similar sorts of reform have been achieved in language study, geography, history, and the other school subjects.—*Henry Suzzallo, Our Faith in Education, p. 85.*

WE RECOGNIZE the fact that curriculum revision must be a continuous process. It is too much to expect that any course of study, no matter with what pains and expert guidance it may be constructed, can embody all that has been learned about subject-matter and method in its field. The best course that can be constructed will then, be imperfect, and as long as society is changing and as long as the science of education is developing, adjustments and improvements will have to be made. The process of curriculum-making is exceedingly complex and tedious. The requirement of time is far greater than has been generally supposed even by the profession.—*Jesse H. Newlon, Foreword of the Denver Course of Study, 1924.*

brings down upon the school the criticisms of our modern cults of ancestor worship.

The American school's flexibility is its greatest virtue. The ability that it has shown to modify its organization and the content of its curriculum stands out unique in the history of educational systems.

We Must Keep the Public School Facing Forward

Lack of vision and false economy must not be allowed to stand between the school and the continued evolution of its curriculum. The traditional "scissors and paste-pot" method of drafting school courses of study has no place in a forward-looking democracy. The money that is essential to the continuous revision of our public school curriculum must be provided so that the results of research, the products of careful thought and wise practice may be back of the teacher's efforts as they train today's children for wise living in the present and the future.

The Prime Essentials to a Strengthened Public School

1. *Better teachers in the Nation's classrooms* by offering teachers the economic return that will attract a sufficient number of capable and trained people to the teaching profession and by submerging all other conditions in the selection of teachers except their ability effectively to teach children.

2. *Equalization of educational opportunity* made possible by increasing the size of units from which school money is derived—that is—the complete acceptance of the principle that every dollar of wealth, no matter where it exists, should bare its just share of the burden of educating the Nation's children no matter where they live.

3. *A modern school curriculum* based on the results of educational research, wise thought, and proved practice, that trains for effective living, not in the past, but in the present and future.

CHART XIII



This chart is based on data from *Rural School Leaflet No. 24*, U. S. Bureau of Education.

Can We Afford It?

Some have seriously questioned the ability of the Nation to undertake any strengthening of the public schools that involves increased expenditures. It is then proper to ask: *Can we afford to strengthen our public school?*

What Are the Facts?

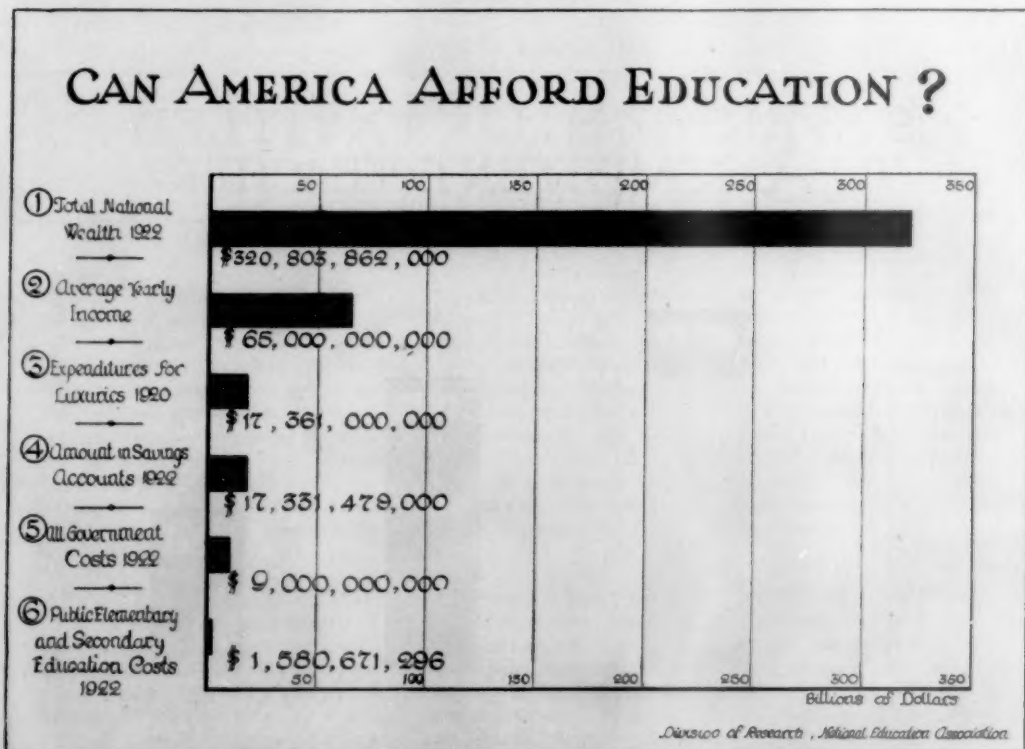
Facts are the only safe basis upon which to answer this question. They are presented in Chart XIV, Can America Afford Education?

The yearly cost of public schools represents a levy of less than one-half of one per cent of the Nation's total wealth and requires less than two and a half per cent of the Nation's average annual income. The cost of all public elementary and secondary schools in 1922 was

9.1 per cent of the amount of money lying in the "savings accounts" of the Nation's people in that year. We are spending many times the cost of the schools for purposes of less importance to the general welfare than is education.

Modern civilization makes available a large supply of human energy beyond that necessary to provide the bare necessities of existence—food, shelter, and clothing. The destiny of a Nation is determined by the wisdom it shows in using this surplus energy. Education today receives a smaller share than its importance justifies. It is within our power to provide every facility that wise educational procedure demands.

CHART XIV



1. 1922 Federal Census of Wealth.
2. Based on reports of the National Bureau of Economic Research and National Industrial Conference Board.
3. Figure taken from statement issued by the United States Treasury Department.
4. Taken from *Savings Deposits, June 30, 1922 and June 14, 1912* issued by the American Bankers Association, Leo Day Woodworth.
5. An official estimate based on evidence issued by Census Bureau and other reliable agencies.
6. U. S. Bureau of Education.

The issue is one of priority, not of ability. Our resources are sufficient to give us everything we want in public education, if we decide intelligently what we want and want it badly enough. The problem is one of social values and choices.

Does the Nation want race tracks more than it wants adequate playground facilities? Are we more anxious to provide an unlimited supply of pleasure cars than we are to provide buses to carry children to schools made effective through consolidation? Do billions spent for "luxurious food" bring greater dividends than thousands spent to provide the children in slum sections with enough food so their starved bodies will respond to the efforts of the teacher? These are the choices that must be made.

In making these choices, we can justify our action by facts which show that good schools pay large social dividends; they are wealth producers as well as promoters of spiritual forces. The table below compares the five

States ranking highest in school efficiency with the five States ranking lowest in school efficiency. The facts are that the States providing the best schools have fewer illiterates, more intelligent citizens, more citizens who achieve notable success, larger annual income for each person gainfully employed, and a better read citizenry.

In answering the question, Can We Afford It?, we have shown that the Nation's wealth is adequate and that good schools do pay. The table at the bottom of the page shows some of the results that would follow if a reduction were made in school costs. Henry Suzzallo is right when he says: "It would be turning back the clock not to expand educational facilities to care for the educational needs of an expanding population."

When we face the facts, there is but one choice that we can make and be true to the welfare of the Nation. That choice is adequate support for our public schools.

DO GOOD SCHOOLS PAY?

These are the Facts	In the Five States Ranking Highest in School Efficiency	In the Five States Ranking Lowest in School Efficiency
Among every 400 native-born whites there are.....	2 Illiterates	23 Illiterates
The average score of white troops on the army intelligence test was.....	73.3	43.9
Each 10,000 children born, produce.....	11 Notables	3 Notables
Annual income of each person "gainfully employed" is.....	\$1789.16	\$999.07
The average savings account of each person "gainfully employed" is.....	695.50	89.25
The amount of reading done as measured by per cent of magazine circulation (10 well-known magazines) to total population is....	17.83%	5.16%

ONE OR ALL OF THESE RESULTS WILL FOLLOW A REDUCTION IN SCHOOL COSTS

FEWER	{	Children given school opportunities	MORE	{	Children denied school opportunities
		Well-trained teachers			Inefficient teaching
		Children in full-time attendance			Children in part-time attendance
		Trained minds and skilled hands			Ignorance, poverty and lack of skill
		Well-developed bodies			Sickness and suffering
		People trained for home duties			Broken homes and neglect of children
		Citizens with American ideals			Unrest, discontent, and lawlessness
		National achievements and successes			Lack of vision, mistakes, and failure

How Shall We Observe American Education Week?¹

During American Education Week the entire Nation is called upon to dedicate itself anew to the great task of universal education for democracy. What part shall the Nation, the State, and the local community play? In previous years many original ideas have been worked out by different States and communities. The following summary is based on a survey of activities carried on in observance of American Education Week in 1923.

The Nation's Part in American Education Week

National officials and organizations cooperate—President Coolidge, in a proclamation, called upon the state and local authorities to cooperate with civic and religious bodies to secure a general and helpful observance of American Education Week "for the purpose of more liberally supporting and more effectively improving the educational facilities of our country." The American Legion, the United States Bureau of Education, and the National Education Association, all cooperated in bringing to the people of the Nation a new realization of the democratic power of education, the weaknesses of the present American school system, and suggestions for its improvement.

The State's Part in American Education Week

State officials and organizations cooperate—Most of the governors of the several States issued either proclamations or statements expressing support of the public school. The following representative excerpts are quoted from them:

The education of their children is the most important duty of any people, and the proper training of its future citizenship is the biggest problem of any State.—*Thomas C. McRae, Governor of Arkansas.*

The whole welfare of our Nation and its people is so directly dependent upon the best education of our citizens that it behooves us to give it our best thought and attention.—*J. A. O. Preus, Governor of Minnesota.*

It is highly desirable that the people in every community should set aside a period each year for a public visitation to their schools and should discuss on public platform, in press and pulpit, the great problems of better living and better serving, of the better education and training of youth, of more intelligent citizenship, of greater obedience to law and other problems to the solution of which efficient education has so much to contribute.—*Alfred E. Smith, Governor of New York.*

There is no more pressing and imperative question before the people of Virginia today than improved educational facilities for their children; the progress which the public schools have made in recent years speaks very eloquently of the desire and the determination of the people of this State to maintain a highly efficient school system.—*E. Lee Trinkle, Governor of Virginia.*

One of the greatest needs in our public schools today is better acquaintance between parents and children; between the citizen of today and his successor of tomorrow. Every parent should keep pace with his children's education; should know the benefits, the needs, and the shortcomings of the classroom.—*Raymond C. Brown, Governor of Hawaii.*

There is need for more reflection upon the fact that the perpetuity of our most cherished institutions depends upon the universal education of our youth. The genius of our age rests upon an intelligent citizenship. As social efficiency is the great business of adults, so is education the great business of youth.—*A. V. Donahey, Governor of Ohio.*

The following reports from state departments of education show the part that they took in American Education Week in 1923.

Colorado—The response to the proclamation of the President and of the Governor was prompt and well-nigh universal, and only a few of the 63 counties in the State failed to have educational community meetings in the county seats; and, in addition, at least two-thirds of the school districts of the State observed the entire week with local, state, and out-of-state speakers, special patriotic observances, community school visiting, illiteracy conferences, and a rededication of schools and community to the Constitution. The State Superintendent delivered 30 addresses in 20 school districts during the week.

Florida—A circular letter was sent to all county superintendents and three thousand copies of "Suggestions for American Education Week" issued by the Bureau of Education were distributed.

Minnesota—Copies of the pamphlet, "The Flag," published by the National Americanism

¹ Miss Agnes S. Winn, Director of the Division of Classroom Service, collected the material presented in this section of the Bulletin.

Commission of the American Legion, were sent with a circular letter to city and county superintendents.

Montana—Mimeographed materials were sent from the office of the state superintendent covering essential points of information regarding the manner in which the week should be observed. A letter from Mr. Fee, superintendent of schools of Missoula, covering the various ways in which plans were worked out, was distributed over the State, and practically every community in the State carried out quite as complete and fine a program as did Missoula.

Nebraska—Seven thousand copies of the President's proclamation for American Education Week and the broadside prepared by the Bureau of Education were sent to teachers of the State. Circular letters were sent to all county superintendents and teachers by the state superintendent of public instruction.

New York—From replies to letters sent to superintendents of schools in the State of New York, the State Commissioner of Education compiled suggestions for the observance of American Education Week and these suggestions were printed in the November issue of the University of the State of New York Bulletin to the Schools.

Ohio—A special program of radio broadcasting during the week was arranged by the Ohio State University and the state department of education sent a circular letter to the superintendents giving them the radio program.

Pennsylvania—An outstanding contribution was that of the International Correspondence Schools whose entire field force was placed at the disposal of school officials and the American Legion Committee. These I. C. S. men helped organize, distributed literature, served as four-minute speakers, directed window displays, assisted in poster making and gave to the cause a quality of service that was plainly discernible in the high character of the observance in the communities where they labored.

Tennessee—In a number of counties a special campaign was carried on, the team of workers and speakers visiting every community in the county.

Vermont—A very common project in the State was to have a regular session of school in the evening which fathers and mothers attended, seeing the scholars at actual work. At the close of the session an address or talk was given.

The Local Community's Part in American Education Week

Local officials and organizations cooperate—The success of American Education Week will always rest largely upon local communities. Last year the following local agencies were among those which took an active part: The schools, teachers' organizations, parent-teacher associations, civic and patriotic organizations under the leadership of the American Legion, churches, public libraries, newspapers

and periodical press, motion picture houses, and radio broadcasting stations.

In no two communities were the same programs carried out by the above nine local agencies. The following summary of a large number of representative programs will doubtless offer many suggestions for observance of American Education Week this year. Details will, of course, vary according to the particular needs of each community.

Community meetings—Too much cannot be said of the value of the community meeting in the celebration of the week. Nothing creates more genuine enthusiasm and inspiration than a well-planned mass meeting which brings together the entire community in the interest of the public schools. Plans for assemblies of this kind will be found on page 129, under the programs suggested for the celebration of the various days.

The School's Part in American Education Week

Concrete Suggestions for Superintendents, Principals, and Teachers

The following reports from schools representing all sections of the country show the part they took in American Education Week in 1923. Their part consisted first of all in school administrators and teachers generally re-dedicating themselves to their profession. To bring school patrons to a closer understanding of the work of a modern school, and of what it is doing for their children, public schools engaged in the following activities during American Education Week in 1923.

Open house for parents and friends.—"Open house" in most schools meant that teachers and pupils were hosts to parents. Acting as hosts, they sent out invitations, decorated their school homes with exhibits of their work, carried on their regular classroom work as entertainment for their visitors, and often held night sessions thus giving busy parents who could not leave their work during the day an opportunity to visit the schools. An interesting variety of invitations were sent out to parents and patrons. Some consisted of simple typewritten notices, some included the program for the week. Often this material was prepared by the children. In Springfield, Massachusetts, the designs for the invitations were made by the manual training classes, and

hand-colored by the girls of the Junior High classes. The printing was done by the boys in the school print shops. These two invitations are typical:

Oakland, California.

To Parents and Friends of Piedmont

Avenue School:

Next week, beginning Sunday, November 18, has been proclaimed by the President of the United States as AMERICAN EDUCATION WEEK. It is sponsored by everyone interested in public education and particularly by the American Legion. It is a time when you are requested to make a special effort to visit your school and become acquainted with the purpose and ideals of modern public education.

In order that you may know your school and the teachers of your children, we have planned to make the whole week an "Open House Week." If you can't be with us on either of the special days, you are cordially invited to visit the school at any time during the week.

Following are the special features we have planned:

ASSEMBLIES. Wednesday afternoon will be devoted to short assemblies as follows:

First and Second Grades....1:00 to 1:30

Third and Fourth Grades....1:30 to 2:00

Fifth and Sixth Grades....2:00 to 2:35

Departmental Grades.....2:35 to 3:15

Every feature of these assemblies will be representative of regular classroom work. Our Parent-Teacher Association will serve tea after the assemblies.

SPECIAL VISITING DAY. This will be Thursday, all day. Remember every day is visiting day, but you are especially requested to be with us

on Thursday if possible. Plan to visit *all* the classrooms and thoroughly inspect your school plant.

EXHIBIT. Throughout the entire week there will be, in the school auditorium, a display of hand-work that has been done in the classrooms. Won't you give your child the pleasure of showing you his work?

We are making these plans because we know you are interested in your school and will make an attempt to be with us some time during the week.

Pittsburgh, Pennsylvania.

To Parents and Patrons of South Hills

High School:

Parents and Patrons are invited to visit South Hills High School at any time, but especially during this week. School is open from 8:45 to 3:50 o'clock. 9A pupils leave at 12:50. 9B pupils enter at 11:10 and leave at 3:50 o'clock. Others enter at 8:45 and leave at 3:00.

Patrons will be interested in knowing that the board of Public Education at a meeting held October 23, 1923, awarded a contract for the completion of South Hills High School.

WILLIAM M. DAVIDSON,
Superintendent.

H. E. WINNER,
Principal.

How widely parents responded to invitations such as these is shown by the following representative reports:

The outstanding feature of the American Education Week was the fact that 1,526 parents visited our classrooms during that time and saw the regular classroom work of teachers and pupils.—*Nellie Huston, Bellefontaine, Ohio.*

WHY HAVE A VISIT-THE-SCHOOL WEEK?

To give:

1. General information in regard to the aims and methods of public education.
2. To bring about a closer co-operation between the parents and teachers.
3. To promote the interests of the boys and girls of our city, and thereby build more perfectly for the future.

Education is the State's leading enterprise.

Take a stockholder's interest and visit the schools.—*Summit Herald, Summit, N. J.*

PERMANENT RESULTS OF EDUCATION WEEK.

Education Week has made one notable contribution to education in this State—it has furnished a time when, through a stimulation of interest and a focusing of attention, school projects and educational campaigns can be brought to successful fruition. Many districts can trace new buildings, new courses, libraries, gymnasiums and auditoriums to the campaigns organized last year.—*C. F. Hoban, Department of Education, Harrisburg, Pa.*

Lafayette school's program for "Education Week" was planned to make evident to the lay public by means of exhibition, the specific work being done daily in the fundamentals in the classroom, and to broadcast, by means of attractive and significant programs, the outstanding ideals and important purposes of American Education. To accomplish the first of these aims, an extensive exhibit of school work was arranged in the school auditorium, the home economics quarters, the manual training shop, and the classroom of the atypical class. The second objective of the plan was carried out by daily programs, each having for its theme one of the salient problems of education.—*C. F. Gulick, Principal, Lafayette School, Oakland, Calif.*

One school of twenty-two rooms reported over eight hundred visits in the different rooms during the week. Several other schools have reported between three hundred and four hundred visits. All have indicated the interest and appreciation of the parents in the special chance to observe the uninterrupted lines of school work. No attempt was made to prepare special programs. Emphasis was placed on giving parents the opportunity to see the regular work of the schools rather than on any attempt to prepare special items, and the response was both hearty and appreciative.—*S. O. Hartwell, St. Paul, Minn.*

During Education Week at Golden Gate Junior High School, in addition to the particular work held in each classroom by the teacher, a general exhibit of school work was on display all week, and two special programs were given in the school auditorium, one on the afternoon of Constitution Day, November 20, 1923, and the other on the evening of November 23, 1923. The exhibit of school work in the auditorium was on large wooden frames with burlap, and also on small tables. The art department displayed posters and other class drawings; the social studies department was represented by books illustrated and written about different countries by each student; the English department exhibited composition work and the school journal, "The Golden Gate Anchor"; the mathematics department showed bills, accounts, cash balances, and sheets from the rapid calculation work of the commercial arithmetic classes and bar diagrams, circle pictograms, and various types of graphs from the general mathematics classes; the shop department showed a white enamel bedroom set; the typing classes displayed their budgets; and the atypical class exhibited hand-woven rugs and baskets, and home-made candy.—*Golden Gate School, Oakland, Calif.*

School busses were used to convey the visitors from one school to another. Several of our visitors had prepared "tests" of their own and it was gratifying indeed to me to see how readily the little folks replied to the questions. The week was a success from every standpoint and has gone a long way toward ironing out some of the mysteries of modern methods in schools.—*George Fox, Anne Arundel County, Annapolis, Md.*

Every elementary school held either an evening meeting or a "day-time" open house at which the school work of each individual child, accumulated during a period of several days, was exhibited and actual demonstrations of school work were given.—*Worth McClure, Seattle, Washington.*

The community in which this school is situated is largely a foreign population. This fact helped us to choose what sort of program to give for Education Week. The chief aim of our program was to show the development of the child and to make it clear to the parents that the fundamental aim of all education is the preparation for citizenship. This plan necessitated actual classroom work rather than any type of display work which perhaps could not be so clearly interpreted by the foreign parents. The parents were invited to observe classroom work two afternoons during the week. One afternoon was devoted to the classroom, the other to manual training and domestic science. In the classrooms, the teachers were urged to show work in the fundamental subjects. Object lessons were given in the manual training and domestic science rooms. Light refreshments, prepared by the cooking class, were served to the visiting parents. Finished products from previous classes were on display in manual training room. Several fathers showed their interest by missing their work in order to respond to our invitation. They were so favorably impressed with the children's work that they expressed a strong desire for night school where they might obtain instruction.—*Seattle, Washington.*

Most of the schools in Cleveland extended special invitations to parents to come to the schools and see what their children were doing in their school life. Open house was held in many schools where an opportunity was given the parents to see actual lessons in progress. In some cases night sessions were held so that the fathers and mothers who worked during the day might see some of the school's activities. Special entertainments were discouraged as it was felt that more benefit would be derived by the parents as well as the schools if actual work was shown.—*Annette Smith, Cleveland, Ohio.*

Regular class work. Reports from many schools showed that even special assembly programs featured the actual work carried on in the classrooms. When the demonstrations took place in the auditorium, each class came in for its particular part. Music was furnished by the schools' bands and orchestras. Speakers were chosen from the student body.

In some schools at the close of this formal program, parents went to the rooms in which their children regularly work. In other schools, no assembly period was provided, and parents went direct to the classrooms. There they were able to see how lessons are conducted, the part their child plays as a member

of the school group, the methods followed, the materials used, and the attitudes and responses of both teacher and pupils. The response of practically every parent was an expression of surprise and gratitude for the advantages that public schools now offer in comparison with those of a generation ago. The almost invariable result of parents' observation of regular classroom work is a new bond of understanding between the home and the school that results in mutual benefit.

Teachers' organizations. There is a wide opportunity for teachers' organizations to contribute to the success of American Education Week. The following report from Worcester, Massachusetts, shows what teachers can do through pooling their efforts.

The First Grade Club of Worcester, Massachusetts, as their contribution to the observation of American Education Week, held a two days' educational demonstration in Horticultural Hall. Their purpose was to present to the public in a graphic way all that the school beginner needs for health, happiness, and mental development.

With this aim clearly in mind, the hall was utilized as an educational laboratory where equipment might be examined, procedure observed, and underlying principles explained. Exhibits at the booths were, as far as possible, self-explanatory, but teachers, nurses, and trained dieticians were constantly in attendance to give further information. From nearly all the booths were distributed generous quantities of carefully selected literature bearing upon some particular phase of child welfare. Many organizations loaned attractive exhibits. The titles of the booths will suggest the scope of the demonstration: A model bedroom, Children's clothing, Nutrition, Sanitation, Physical

reclamation, Mental hygiene, Toys, Pets, Music, Pictures, Outdoor play, Books and magazines, Parent and teacher helps, School books, Educational occupations, Thrift, Safety, and A display of work done by first grade children. In the center of the hall was a miniature school where class work was demonstrated at stated times in the morning and afternoon. The little school had both classroom and playroom. Its walls were but four feet high. These walls, being above the eye level of the children, protected them from distracting stimuli while allowing the adult visitors to observe freely. Eight groups of children from different sections of the city were shown, each group doing the regular school work. This proved the most attractive feature of the whole exhibit.

Games, songs, dances, drills, and dramatizations were given upon the platform during the late afternoon and early evening. These were simple and illustrative of everyday school practice. Later in the evening an occasional five-minute talk by doctor or dentist supplemented the health program. The newspapers gave the demonstration considerable publicity. The Worcester Telegram devoted a full page of its Sunday edition to a series of articles by prominent local educators on the special need of the First Grade Child. A ten-cent entrance fee was charged to partially defray expenses, and that the attendance might be recorded. Receipts showed that more than seventy-five hundred visited the demonstration. Many visitors stayed several hours and others came more than once, often bringing friends for the second visit. Family groups came in the evening and studied the various exhibits most thoroughly. Quite noticeable was the thoughtful, questioning attitude of the visitors.

The following programs for the various days of American Education Week will be suggestive in working out programs adapted to the needs and conditions of each community:

HOW ELSE than through education can millions of men be given a common understanding, aspiration, and will, which together make the life of the republic a true, free, and effective cooperation!

Our constitution and our statutes, however they have been wrought out of the vital experiences and the travailed thinking of previous generations, are merely laws written on paper. They are not vital and enforceable until they are written into the souls of men and women, becoming an habitual as well as a thoughtful and feelingful expression of the vast majority of citizens. In the formal political sense our laws have to be enacted only once, but in the deepest psychological sense, they have to be reenacted every generation. Indeed, one might almost say that each law has to be reenacted for each individual, in the sense, that it must be woven into his respect, reverence, understanding and will. This is clearly a process of education. Government by popular sovereignty is a simple and glorious aspiration but a complicated and laborious task involving much preparation of mind and character.

Successful schooling is worth all its costs and may be worth very much more than we are willing to pay, just because it is the safest and surest way of achieving the kind of lawful and orderly cooperations which are essential to the progress and happiness of free men and women. The American kind of government scarcely seems workable or preservable without widespread education.—Henry Suzzallo, *Our Faith in Education*, p. 53.

Monday, November 17

CONSTITUTION DAY

The Constitution Is the Bulwark of Democracy and Opportunity

1. *Evening community meetings.* In smaller places, one large community meeting may create more enthusiasm. In larger places, community meetings in the various schools may be preferable.
 - a. Salute to the flag and pledge of allegiance. Entire audience led by a group of school children who form a color guard.
 - b. Community singing. Patriotic hymns.
 - c. Patriotic music by school orchestras, glee clubs, etc.
 - d. Reading of the President's, the Governor's and the Mayor's Proclamation. If these have been given publicity in the press it may only be necessary to emphasize them.
 - e. Recitation by high school student—The American's Creed, written by William Tyler Page. Introductory remarks should include a brief story of the writing of the Creed.
 - f. Five-minute addresses on the significance of American Education Week: (1) a representative of the schools; (2) a representative of the American Legion; (3) a representative of the Chamber of Commerce; and (4) a representative of organized labor.
 - g. Address—The Constitution. At the close, as a special souvenir, everyone in attendance might be presented with a small folder containing the Constitution, the expense involved to be carried by patriotic organizations according to previous arrangements.
 2. *School assemblies and classroom programs.* Parents invited.
 - a. Flag salute, pledge of allegiance and singing of America or the Star Spangled Banner.
 - b. Roll call—quotations from the Constitution.
 - c. Dramatizations: (1) Signing of the Constitution by pupils representing the original signers. As each signer should state clearly his name, the State he represents, and his reason for signing, expressing this by a phrase from the Constitution; (2) why I came to America. Label each child with the name of a country from which we draw a considerable number of immigrants. Let each pupil give one reason in his own words based on material found in Article I, Section VIII, IX or X.
 - d. Three-minute addresses by students on subjects pertaining to citizenship. Suggested topics: (1) The Constitution, the fundamental law of our country; (2) the constitutional convention (1787); (3) the duties of citizenship; (4) education and citizenship; (5) education and responsibilities of citizenship; (6) education and the ballot; and (7) life, liberty, and justice, as guaranteed by the Constitution.
 - e. The preamble of the Constitution given by the entire school.
 - f. Patriotic music by orchestras, glee clubs, and entire school.
 - g. Address by a member of the American Legion, or other outstanding citizen.
 - i. Exercises: (1) A tableau or exercise visualizing the departments of government, the President and his Cabinet, Congress, and the Supreme Court; (2) why was the Constitution established? Answers based on the five clauses of the preamble. Five pupils; (3) some questions my father had to answer when he became a citizen. Select group of children of foreign-born parents to work this out; (4) what rights have I in this country? Answers based on the Constitution; and (5) what has our Constitution to do with the grocery store? The postman? Our banks? Our railroads? Our roads?
3. *Night school Americanization classes.* Classes thrown open to visitors to observe the work that is being done to Americanize our foreign-born, the evening's lesson based on the Constitution. Copies of the Constitution distributed to students.

4. *Newspapers—Suggestions:*

- a. Story of the constitutional convention (Philadelphia, 1787).
- b. Story of the ratification by the States.
- c. Editorials dealing with educational topics.
- d. Program of week's activities.

5. *Posters—Suggestions:*

- a. The Constitution is the bulwark of our liberties.
- b. Obey the law of the land.
- c. Liberty, justice, and equal opportunity for all.

Tuesday, November 18

PATRIOTISM DAY

The United States Flag Is the Living Symbol of the Ideals and Instructions of Our Republic.

1. *Evening mass meeting.* The presidents of the various patriotic organizations as guests of honor.

- a. Five-minute talks by presidents, each one explaining the purpose of his organization.
- b. Patriotic music by school orchestras, glee clubs, etc.
- c. Community music—patriotic hymns.
- d. A suitable play or pageant.
- e. Three-minute talks by school children on such topics as: (1) Education, the foundation of patriotism; (2) reverence for law; and (3) good citizenship and the ballot box.

2. *Classroom and assembly programs:*

- a. Opening exercises: (1) Patriotic music; (2) flag salute and pledge; and (3) roll call—pupils respond with patriotic quotations.
- b. Dramatizations—Suggestions: (1) "Old Glory" by James Whitcomb Riley—two children; (2) making the first flag; (3) signing the Declaration of Independence; (4) Washington's Farewell Address; and (5) other historic scenes and events in American history.

- c. Tableau. Curtain raised to strains of "Columbia the Gem of the Ocean," disclosing a tableau of "Our Own United States." Central figure, "Columbia" or "Goddess of Liberty." Picture built in it of figures representing industries—Red Cross—Army—Navy. Assembly rise in respect. Reader steps forward and reads: "Our Country," by Edna Proctor.

"Our Country: Bright region of plenty and peace

Where the homeless find refuge, the burdened release.

Where manhood is king, and the stars as they roll

Whisper courage and hope to the lowliest soul—

We hail thee: We crown thee: To east and to west

God keep thee the purest, the noblest, the best.

While all thy domain with a people He fills
As free as thy winds, and as firm as thy hills!"

d. Patriotic poems.

- e. Three-minute talks by pupils. In assemblies these should be chosen from the various grades. Subject: My favorite hero in American history; and

- f. A play, dramatization, or pageant in keeping with the day. Suggestion: A famous roll call by twenty-five or thirty pupils. One pupil calls the roll, using the names of American patriots. The other pupils respond, each giving a famous quotation from the patriot whom he represents. (No costuming necessary.)

3. *Night school classes:* A demonstration of Americanization work.

4. *Newspapers:* Material in keeping with the day furnished by the publicity committee.

5. *Posters:* (a) Did you vote at the November election? (b) a flag on every schoolhouse in America.

6. *Patriotic films.*

WE WANT to invigorate and reinvigorate education. We want to create a sustained counter effort to the perpetual tendency of all educational organizations towards classicalism, secondary issues, and the evasion of life.—H. G. Wells.

Wednesday, November 19

SCHOOL AND TEACHER DAY

The Teacher—the Guiding Influence of Future America

1. *Open house to parents and friends.* The Parent-Teacher Associations should assist in making the plans for this day. They should work with the teachers in urging the parents to visit the schools. Night sessions might be held in place of afternoon sessions.
2. *Evening community meeting under the auspices of the Parent-Teacher Association of the district.*

NOTE: It is not deemed necessary to outline a program, but the following suggestions may be helpful. The program should be planned with the purpose in view of giving the parents definite information concerning their own school and the entire local system.

- a. Subjects for addresses: (1) The relation of education to civilization; (2) our State's program for rural schools; and (3) the cost of the local school system compared with the cost of other city departments.
 - b. Pageants: (1) *The Light*. By Catherine T. Brice. Boston, Atlantic Monthly Press (1920). An educational pageant that was prepared for presentation at the Cleveland Convention of the National Education Association, February, 1923. Could well be given in schools located in small towns. One-teacher schools could give some of the scenes. (2) *The Gifts of Nations*. By Maud C. Newbury. U. S. Bureau of Education. Rural School Leaflet No. 20, 1923. A pageant particularly adapted for all grades in a one-teacher school. Given at township festivals, Hunterdon County, N. J.
 - c. Reading—*The Teacher's Task*, Theodore Roosevelt.
 - d. Distribution of bulletins containing information concerning the schools which every citizen should know.
3. *Classroom and assembly programs.* These should consist as far as possible of the regular daily work which has been definitely

planned to acquaint the parents with the activities of the modern schoolroom. If assemblies are held, large numbers of children should participate and the program should be largely under their direction.

4. Slogans:

- a. Support our public schools. They support the foundations of our Nation.
- b. Schools develop character, capacity, citizenship. Support them.
- c. The dividends of the schools are—character, culture, citizenship.
- d. An invincible army: parents, teachers, and children—a unit.
- e. The home with the school—the school with the home. Team work will win.
- f. Education plus employment equals citizenship.

5. Motion Picture Houses: Slogans for the screen. (Fill in local figures.)

American Education Week, November 17-23. Visit the schools.

Do you know that ——— pupils are enrolled in the ——— Public schools?
See them at work this week!

——— students are attending the evening high schools. Visit them!

——— pupils are studying in the evening elementary schools. Go see them.

——— students are receiving training in the evening trades classes. Visit the technical and vocational shops!

——— employs ——— public school teachers. See them teach this week!

——— students graduated from the ——— high schools last year.

——— students completed junior high school last year.

——— children are enrolled in the kindergartens. Visit the kiddies this week!

The continuation school trains boys and girls between 14 and 16 years of age for industrial work in ———.

——— boys and girls are enrolled in the continuation school this year. They are employed in ——— industrial firms in this city.

——— foreign-born men and women are learning the English language in the Americanization classes.

Thursday, November 20

ILLITERACY DAY

Informed Intelligence Is the Foundation of Representative Government

The observance of this day may be carried out through the same means as have been designated in the observance of the previous days. Enlist the support and help of the State and National Illiteracy Commission. In community meetings, in the school assembly, in the classroom and in the press, certain vital information concerning illiteracy and conditions in the United States should be stressed. The following facts should be gotten across:

Meaning of "illiteracy." The Census Bureau classifies as "illiterates" any person ten years of age or over who is unable to write any language, not necessarily English, regardless of ability to read. "In general, the illiterate population as shown by the census reports should be understood as representing only those persons who have had no schooling whatever."¹

During the draft period, the army called a man "illiterate" if he were "unable to read and understand newspapers and to write letters."

Number of illiterates. The 1920 Census shows nearly 5,000,000; the army records indicate three times that number. The census figures indicate that over 3,000,000 illiterates are native-born; and of these more than 1,000,000 are white of native-white parentage.

Decrease in illiterates between 1910 and 1920: There has been an average annual decrease in the United States of 58,426 in the number of illiterates. If present conditions continue, illiteracy will be a problem of our national life at least a century.

Local illiteracy conditions: This city has ——— illiterates; only ——— of the adult illiterates were enrolled in the evening and extension classes of the public schools during the past two years.

Subjects for talks: (a) Maintenance of schools through city, state, and federal taxation; (b) evening and extension classes as agencies in teaching native and foreign adults to speak, read and write

the English language; (c) illiteracy creates misunderstanding; (d) what can be done to eradicate illiteracy in this community; and (e) America's debt to the foreign-born.

Friday, November 21

PHYSICAL EDUCATION DAY

Playgrounds and Athletic Fields Means a Strong and Healthy Nation

The observance of this day should be planned with the aid of physical education directors, dentists, physicians, school nurses, home economics teachers, and others especially interested in the health of the community. Much valuable assistance including charts and bulletins can be secured from state departments of education and health. There are certain fundamental principles which should receive emphasis by making use of the same agencies that have been used on previous days. General topics around which the activities and programs might be grouped are: (a) Playgrounds; (b) the relation between community progress and community health; and (c) public recreational facilities.

Demonstrations: Parents should be invited to visit the regular physical education classes of the schools, and where it is deemed advisable special demonstrations may be given. In the lower grades there might be demonstrations of folk-dancing and health work.

Classroom work: Statistics and material pertaining to physical education and health might form the basis for history, civics, reading, arithmetic and English lessons. Health work affords a wide opportunity for the working out of special projects in the schoolroom.

Posters illustrating health habits, good and bad posture, and health slogans should be used freely. Many state departments of health have charts, posters, and lantern slides which they will loan for the week.

Films showing athletic events such as swimming and rowing contests, baseball, football, basketball and polo games, tennis and golf tournaments, and drills of various kinds.

¹ 1920 Federal Census, Vol. III, p. 10.

Slogans: (a) A sound mind in a sound body; (b) a playground for every child; and (c) physical education for all.

Saturday, November 22

COMMUNITY DAY

Service to Community, State, and Nation Is the Duty of Every Citizen

In the observance of this day the predominating theme should be equal opportunity for every boy and girl. Organizations interested in farm life should be asked to help in making plans.

1. *Community meetings.* Addresses by representatives of civic organizations, farm organizations, the library, and other agencies interested in community betterment.

- a. Suggested subjects for addresses: (1) The school as community center; (2) the library a community builder; (3) the coming bond issue. Why should we support it; (4) has the country child in this State opportunities equal to the city child; (5) what can this community do to further consolidation of rural schools; (6) in districts where consolidation seems impracticable what can be done to improve conditions in one-room schools; (7) the success of democracy depends upon intelligent citizens; and (8) facts we should know about our schools. The speaker should call attention to the facts that have been

gathered and made ready for distribution.

2. *Newspapers.* There should be much appropriate material available for the press. Following are a few suggestions for interesting newspaper stories: (a) History of the local educational system with pictures illustrating its growth and program; (b) facts that every citizen should acquaint himself with concerning the local schools; (c) comparison of the local school building program, school expenditures, and average attendance with those of other communities having practically the same population and economic conditions.
3. *Slogans and posters:* (a) Children today—citizens tomorrow; (b) a square deal for the country boy and girl; (c) equality of opportunity; (d) a public library for every community; and (e) have you visited the schools today?

Sunday, November 23

FOR GOD AND COUNTRY DAY

Religion, Morality, and Education Are Necessary for Good Government

All ministers should be prevailed upon to make the subject of education the theme of their service. Parents should be urged to attend church services. As this day closes the week's observance, ministers will have an opportunity to point out how the results of the week's activities can be practically applied in the educational, moral, and religious life of the community.

USE THE entire school program for training in character. We are ceasing to regard the moral life as a special compartment of the entire personality. For the most part we must desist from setting aside times and seasons for special instructions in morals. The good person is not good in an abstract and general way. He is one who habitually meets every vital situation gracefully, thoughtfully, helpfully, and ideally. Whenever difficult situations arise naturally in the course of studies or in the occupations of the school, these must be met with all the tact, seasoned judgment and sustained thinking that teacher and pupil can summon. Progressively as children grow older these occasions will more frequently arise and demand the most acute discrimination of right from wrong attitudes, the most painstaking definitions of moral concepts and groupings and classifications of the virtues. There is hardly any limit to the acumen and refinement of thought children can command when they face a real situation. There is hardly any thinking to which they can be driven when forced up against an artificial situation.—Edwin D. Starbuck, *School and Society* July 26, 1924, p. 99.

Selected References for American Education Week

MCANDREW, WILLIAM. *The Success of Our Successors*. The World's Work, Vol. 46, No. 5, pp. 510-521. September, 1923.

This is the first of a series of articles, based on facts gathered from a visit to 40 States, to discover what the public schools are doing to realize the ideals of American democracy.

NATIONAL EDUCATION ASSOCIATION, 1201 Sixteenth Street, Washington, D. C. Research Bulletin, *Five Questions for American Education Week*. Vol. I, No. 4.

Raises these five practical questions and marshals facts to answer them: (1) What are the weak spots in our public school system; (2) what National defects result from the weak spots in our public school system; (3) how may our public school system be strengthened; (4) can the Nation afford an adequate school system; and (5) do good schools pay?

——, Research Bulletin, *Facts on the Public School Curriculum*. Volume I, No. 5.

Answers such questions as these: Are the three R's crowded out by fads and frills; how does the elementary school pupil spend his time; and are the schools of today as effective as those of yesterday?

The Journal of the National Education Association, *Is the Public Interested in Education?* Volume XII, No. 9, September, 1923, p. 389.

Lists notable articles on education published by lay magazines during 1923.

——, *In Other Journals*, Volume XIII, No. 1, January, 1924, p. 32; and Volume XIII, No. 6, June, 1924, p. 212.

Briefly reviews outstanding educational articles contained in popular lay magazines.

SUZZALLO, HENRY. *Our Faith in Education*, Philadelphia, J. B. Lippincott Co., 1924, 108 p.

"Shall we abandon our schools to the politicians and the free lance critics, or shall we use our great educational system for the maintenance of a successful democracy?" This and similar questions are answered in such a way as to increase America's faith in education.

U. S. BUREAU OF EDUCATION. Department of Interior, Washington, D. C. (1) *Suggestions*; price, 5 cents, in lots of 100 or more, 2 cents each. (2) *Broadside*, with material suitable for newspaper articles, addresses, etc. Price, 5 cents; in lots of 100 or more, 1 cent each. (3) *The Quest of Youth*, a historical pageant. Price, 10 cents; in lots of 100 or more, 6 cents each. (4) *School and Teacher Day*, an illustrated folder. Price, 5 cents; in quantity, 75 cents per hundred.

This material has been prepared especially for the observance of American Education Week in 1924 and contains many timely suggestions.

THE SALVATION of the democratic theory of government rests in a well-informed, discerning electorate. Therefore, education is and forever will be the cornerstone upon which our Nation is built.

Pledged to serve its country in peace as well as in war, the American Legion in 1920 recognized the vital need to assist educational forces to combat illiteracy and build up our national intelligence. To that end, we created and have supported American Education Week. We shall continue to do so, for the future destiny of the United States depends upon unceasing, assertive effort to obtain better schools, better teachers, and wider educational facilities. The Legion will never cease its efforts to promote better education in our Nation.—James A. Drain, National Commander, The American Legion.

THE PUPIL'S ATTITUDE AS TO HIS DUTY TOWARD
THE PUBLIC SCHOOL.



WE ARE loyal to those things which as children we were taught to reverence and respect, and which time has shown us are fundamentally sound.

Today the public school does so much for the American child that he often accepts it—takes it for granted—without thought of what public education means to the life of the Nation.

The purpose of American Education Week is to bring school children, themselves, as well as the general citizenry to a greater appreciation of the American public school. An appropriate part for *every child*, to take in each day's program during American Education Week, as well as during Commencement Week and other times throughout the year, might well be the reciting of the following, or a similar pledge of allegiance.

PLEDGE OF ALLEGIANCE.

I pledge allegiance to the American public school. I acknowledge the obligation that I owe to the State and to this community for the training which I am receiving. As an expression of my gratitude, and in the presence of these assembled witnesses, I cheerfully and unreservedly pledge myself ever to uphold the ideals of the public school, and to aid in its further development and improvement as a constructive force in the life of the Nation.

YOU TEACHERS—and it is a mere truism to say this—you teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession save the profession of the ministers of the gospel themselves, if you teachers did not do your work well, this Republic would not outlast the span of a generation.—*Theodore Roosevelt.*

WITHOUT popular education, moreover, no government which rests upon popular action can long endure. The people must be schooled in the knowledge and, if possible, in the virtues upon which the maintenance and success of free institutions depend.—*Woodrow Wilson.*

TEACHING is one of the noblest of professions. It requires an adequate preparation and training, patience, devotion, and a deep sense of responsibility. Those who mold the human mind have wrought not for time, but for eternity.—They are entitled not only to adequate rewards for their service, but to the veneration and honor of a grateful people.—*Calvin Coolidge.*