vivid and moving and full of spirited challenge to those of us who are privileged to live in this age. It is not a time for the pessimist nor the prophets of despair. The world is not a wreck and civilization is not a ruin. It is a time, however, when nothing less than the most thoughtful attitude must be taken towards the youth who are to live and work and serve in the decades just ahead. It is not a simple primitive existence which they face. There is almost no simplicity about it.

Political machinery is highly organized, intricately complex and confusing. Industrial life is so complicated, the barriers around it so difficult to scale that millions of American boys and young men stand confused before the choices they must make, with too little help in the choosing. The boy of today finds his hardest task that of finding his life work and the way into it. In such a time education cannot be simple. It must be rich in content, teeming with varied opportunity and extended in the length of its service. This helping the modern man to live in a modern world—the right adjustment of the individual to his time, is a challenge which perhaps comprises all the rest.

The intention of the American people in the matter is clear. It is shown in their generous appropriations of money for the support of schools. It is shown by the great number of young men and women who in teacher training institutions are preparing for more effective service for childhood. It is shown in the vast army of more than twenty million young Americans, who forgetting—if we but let them—differences of creed and party and race, are joined in a common enterprise for themselves and for the Nation. It is shown in the question recently sent to the States from this very building in whose shadows we meet, as to whether by constitutional amendments every child who lives between the oceans shall be guaranteed the years of his youth for growth of body and mind and soul.

The Nation looks forward only as it looks with the Nation's children. The challenge to you and to me and to the schools we represent is that we have a vision that sees afar, that we cultivate a strength equal to the task set for our hands to do, and that we have always that devotion to our Nation that brings her our service without stint and without limit. Payson Smith.
cialists or tested by consideration of the evidence; that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, are far more important objectives than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of National "heroes" can only tend to promote a harmful pseudopatriotism; and

BE IT FURTHER RESOLVED, that in the opinion of this Association the clearly implied charges that many of our leading scholars are engaged in treasonable propaganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd; and

BE IT FURTHER RESOLVED, that the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in our schools, since self-respecting scholars and teachers will not stoop to the methods advocated.

The Committee on History Teaching in the Schools is composed of: William E. Linglebach, Chairman, University of Pennsylvania, Philadelphia, Pa.; Henry E. Bourne, Western Reserve University, Cleveland, Ohio; J. Montgomery Gambrill, Teachers College, Columbia University, New York, N. Y.; Daniel C. Knowlton, The Lincoln School, 425 West 123rd St., New York, N. Y.; Arthur M. Schlesinger, University of Iowa, Iowa City, Iowa; Rollo M. Tryon, University of Chicago, Chicago, Ill.; Eugene M. Violette, Lousiana State University, Baton Rouge, La.; George F. Zook, Bureau of Education, Washington, D. C.

EDUCATIONAL PLATFORM OF WESTERN RESERVE SOCIETY, S. A. R.

WESTERN Reserve Chapter, Sons of the American Revolution, recognizing that the welfare of our nation rests in an intelligent, enlightened and discerning citizenship and that the continued creation of such citizenship lies in our public schools, adopts the following statement of principles as a policy for public education which it will support, defend and encourage:

1.—As descendants of those men whose convictions and deeds brought our nation into being, we hold it to be the duty of our public schools not only to venerate the memory of those heroes but to revivify and illumine the convictions for which they laid down their lives to found a new nation dedicated to the principles of human liberty and opportunity. We hold that the public schools should teach that government, in our democracy, is the servant and not the master of a free people.

The schools should reiterate continually the political beliefs of Washington, Jefferson, Franklin, and Lincoln to the end that every generation shall hold in reverence the principles of representative government, free speech, free assembly, free press, religious liberty for all, separation of church and state, a hatred of governmental tyranny and the toleration of race and creed so well exemplified later in the thoughts and acts of Abraham Lincoln.

2.—If the political philosophy of the founders of the American nation is not kept alive in the hearts and minds of our citizens the nation itself will cease to be the land of democracy and opportunity for which our forefathers gave up their lives.

Today, no less than in the day of Washington, Franklin and Jefferson, it is the duty of our citizens to insist upon representative government and the rights which it is the purpose of the Constitution to preserve as a precious and sacred heritage; it is the duty of citizens to examine critically the acts of those in the service of the government and to insist that their representatives in executive, legislative and judicial positions so act that the nation may be venerated by its own people and by all the world as a land of justice, tolerance, opportunity and righteousness.

The public schools, therefore, must give close attention to history and civics with the particular aim of developing citizens who, by their intelligent criticism and their just demands, by holding their representative government to strict accountability, are the guarantee of America's material and spiritual greatness.
3.—The public schools must give to every child full and equal opportunity to develop to the very limit of his individual powers and capacities, to the end that every child may have:

I—Sound health—mental, moral, physical, spiritual.

II—Character, implying in addition to principles of personal honesty and morality, a strong sense of his obligation to the rights and legitimate welfare of his family, his community and his country.

III.—Education and training necessary to insure ability to support himself and to bear his just share of the task of building a community which, more and more, reflects the best ideals of American life.

IV—Capacity for the wholesome use of leisure time.

V—A patriotism that holds not that America has done and can do no wrong, but that America shall do no wrong.

4.—The public schools of our country, confronted with one of the most momentous tasks in all history, namely that of creating a homogeneous population, permeated by the ideals of such great leaders as Washington and Lincoln, out of the millions of children of immigrants, should have the support, financial and moral, of every citizen and tax-payer.

A sound education is the best investment for the individual, the community and the nation. Without education the individual has no hope of successful attainment in useful trade, business or citizenship and without an educated, critically-minded citizenry, the future of the nation is hopeless. Hence, every good American, while duty-bound to hold the public schools to efficient and economical operation, must regard with suspicion or utterly condemn those persons who carry on a propaganda to reduce the funds available to America's public schools, a propaganda which, in the measure that it succeeds, strikes at the very foundations of individual and national prosperity and progress and denies to our children their just right and heritage.

5.—A grave menace to the realization of the principle of life, liberty and pursuit of happiness, as enunciated in our Declaration of Independence, lies in religious and racial intolerance. The public schools must seek to eliminate this intolerance, by taking as their guiding star the philosophy of Abraham Lincoln.

Americans must be taught to form their estimates of one another not on the basis of belonging to a race or a sect but on the basis of their lives and acts as individuals. In so far as the principle of immigration is concerned, the public schools must hold that the nation has a right to safeguard itself by restricting immigration and that such restriction must rest on the fitness of individuals to contribute to the building of a better America.

AMERICAN EDUCATION WEEK

PREPARATION for American Education Week cannot be made too early. The program deals with those fundamental things in education which are essentially universal. It can easily be adapted to fit into the plans of different organizations and communities.

Plans for proclamations by the president of the United States, by the governors of the various states, and by the mayors of cities have already been made more extensively than a year ago. Newspapers, educational journals, and general magazines are working on plans for special editions, articles, and editorials. Radio program managers are planning provisions for broadcasting talks on education and school features.

During this week let every community evaluate its educational resources and needs. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of childhood. Let the week be a time of new understanding and new vision on the part of the entire American people of the part that education has played, is playing, and must play in the life of our great democracy.

American Education Week is the one time in all the year when the entire Nation is called upon to dedicate itself anew to the great task of universal education for democracy, to see and know the schools, to consider in a public way the big problems of edu-
cation, and to join in appreciation of its achievements.

The schools themselves have a truly remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an educational system which will perpetuate the best in the life and ideals of the Republic.

The following is the basic program which has been prepared by the American Legion, the National Education Association, and the United States Bureau of Education. The general slogans for the week are:

**Monday, November 17, 1924**

**Constitution**
The Constitution is the bulwark of democracy and happiness
1. Life, liberty, justice, security and opportunity.
2. How our Constitution guarantees these rights.
3. Revolutionists, communists, and extreme pacifists are a menace to these guarantees.
4. One Constitution, one Union, one flag, one history.

Slogans—
- Ballots not bullets.
- Master the English language.
- Visit the schools today.

**Tuesday, November 18, 1924**

**Patriotism Day**
The United States flag is the living symbol of the ideals and institutions of our Republic
1. The red flag means death, destruction, poverty, starvation, disease, anarchy, and dictatorship.
2. Help the immigrants and aliens to become American citizens.
3. Take an active interest in governmental affairs.
4. Stamp out revolutionary radicalism.
5. To vote is the primary duty of the patriot.

Slogans—
- America first.
- The red flag means danger.
- Visit the schools today.

**Wednesday, November 19, 1924**

**School and Teacher Day**
The teacher is the guiding influence of future America
1. The necessity of schools
2. The teacher as a Nation builder.
3. The school influence on the coming generation.
4. The school as a productive institution.
5. School needs in the community.
6. Music influence upon the Nation.

Slogans—
- Better-trained and better-paid teachers, more adequate buildings.
- Schools are the Nation's greatest asset.
- Visit the schools today.

**Thursday, November 20, 1924**

**Illiteracy Day**
Informed intelligence is the foundation of representative government
1. Illiteracy is a menace to our Nation.
2. An American's duty toward the uneducated.
3. Provide school opportunity for every illiterate.
4. Illiteracy creates misunderstanding.
5. An illiterate who obtains only second hand information is a tool for the radical.

Slogans—
- No illiteracy by 1930.
- Education is a godly nation's greatest need.
- The dictionary is the beacon light to understanding.
- Visit the schools today.

**Friday, November 21, 1924**

**Physical Education Day**
Playgrounds and athletic fields mean a strong healthy nation
1. A playground for every child.
2. Physical education and health habits for all.
3. Adequate parks for city, State and Nation.
4. Safety education saves life.
5. Encourage sane athletics for all.
6. Physical education is a character builder.

Slogans—
- A sick body makes a sick mind.
- Athletics all.
- Visit the schools today.

**Saturday, November 22, 1924**

**Community Day**
Service to community, State, and Nation is the duty of every citizen
1. Equality of opportunity in education for every American boy and girl.
2. Better rural schools.
3. Adequate public library service for every community.
4. A community's concern for education measures its interest in its own future.
5. Good roads build a community.

Slogans—
- Get acquainted with your neighbor.
A square deal for the country boy and girl

Children today—citizens tomorrow

Sunday, November 23, 1924

For God and Country Day

Religion, morality, and education are necessary for good government

1. Education in the home
2. Education in the school
3. Education in the church

Slogan—

A godly nation cannot fail

Ministers of all denominations are urged to preach a sermon education either morning or evening. All communities are urged to hold mass meetings. Requests for speakers for meetings during this week should be made to the American Legion Posts throughout the country.

CURRENT EDUCATIONAL PUBLICATIONS

THE BUSINESS OF CURRICULUM MAKING


This treatise on curriculum making is designed for use in the classroom, both for graduate and undergraduate students. The book is divided into three parts, each of which is a unit in itself. The feature makes it possible to use any one of the three parts as a beginning point of departure in the course. The several questions outlined at the beginning of each chapter afford an excellent opportunity for extensive research and information.

The author's main thesis is that the core of secondary school curricula should be primarily social. This implies that social studies and social objectives should constitute a considerable part of a pupil's curriculum. Subject matter should be justified on the ground that it functions vitally in one way or another in the lifetime experience of the pupil. The author has assembled some of the principles, problems, and practices bearing upon the business of curriculum making in secondary schools. The book shows that there is a great variation of practice relative to the type of curricula, and to the requirements of pupils. At one extreme is the inflexible uniform curriculum to be pursued by every pupil of the high school. At the other extreme is the practice of having approximately as many curricula as there are pupils in the school system.

B. L. STANLEY

A DISTINCTIVE STUDY


This little monograph is distinctive. Dr. Geyer knows the field so well that he is able to select minimum essentials, and to put them so clearly that even a beginner should be able to use tests. His viewpoint is sound: witness his emphasis on tests as a stimulation to child purposing— the "Progress Book" idea. Notwithstanding the limited space, he has found room for a representative list of tests, with a description of each—and what is more unusual, addresses—for a chapter on "home-made" tests, and for a common sense treatment of statistics.

KATHERINE M. ANTHONY

ADULT READERS


These books are intended for adults learning to read, especially immigrants. Book One is divided into two parts, the first dealing with the experiences around the home, and the second with the new citizen's larger life in the community. Book Two enlarges this experience and deals with national citizenship. Book One is encyclopedic at the first, reminiscent of the foreign language grammars where the sentences were so patently a device for using the words. Toward the middle of the book the style improves, although it is never strikingly good. The content is valuable from the first and the vocabulary is so well chosen that one knows that the author has first hand experience with the Americanization problem. While the books are intended primarily as readers, they contain much practical arithmetic, geography, language and grammar, spelling, and civics.

KATHERINE M. ANTHONY.