

books serve as the nucleus for the teaching of geography by problems?

At the outset the authors state that they have attempted a better selection and organization of subject matter; that instead of mere topical presentation of facts they have aimed at a "volume of coherent literature." Consequently they have organized the subject matter entirely around problems of interest to the children. Interwoven with these problems is a stock of the "fundamental conceptions of geography." These abstract conceptions are treated concretely and at a time when understanding them is of direct use to the child in his thinking, *e. g.*, soil formation in connection with farming. In order to give a full comprehensive treatment much use of types is made. Thus one farm is described in sufficient detail to give the child a vivid picture. Then other farms are treated by comparison with this one. The problems chosen not only appeal to the child: they interpret modern life in terms of its geographical background. Thus unconsciously the child is acquiring the viewpoint necessary for good citizenship. To further these aims the books are written in an easy flowing narrative so clear that the child can scarce escape the meaning.

But Smith has inspired the classroom teacher to be content with the material in no one textbook, however rich it may be! At the close of each section in the McMurry and Parkins "Advanced Geography" there appears a list of supplementary problems with complete references, so that it is easy for the teacher to supplement widely with a minimum of time spent in search of material. Although suggestive problems are given in the "Elementary Geography" no references are added. This is to my mind the weakest spot in the series. True, no other first book in geography gives such references; but fourth and fifth grade children need them. They respond to the opportunity for wide reading enthusiastically.

These summary exercises recognize the individual differences in children. The questions upon the text are to be required of all; a second set takes the above-average child a step farther in his investigation; a third set makes provision for the "gifted" children. There are many fertile suggestions for projects, such as debates, collections, etc.

From the beginning these helps aid the

child in good habits of study. Timely little suggestions as to how to study are added, especially in the second book. These study lessons are so skillfully done that it is hard to see how the teacher can prevent a normal child who uses this book from learning to think.

The books abound with illustrative material. There are maps a-plenty, including many economic and regional ones in the second volume. Each book has an appendix with the usual statistical tables, and each has an index with a pronouncing vocabulary.

The thoroughly trained teacher may when working under ideal conditions, *i. e.*, small classes plus a good supply of reference material, discard the textbook, making her own course. To such teachers, these McMurry and Parkins books will be a good reference, certain sections—such as the one giving comparisons of the United States with other countries—being indispensable. But these teachers are rare. The majority of teachers inspired by Smith's "Teaching Geography by Problems" will need a textbook as a point of departure. They will find the "point" and many suggestions for departing from it in the McMurry and Parkins books.

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V

AMERICAN EDUCATION WEEK

UNDER THE AUSPICES OF THE NATIONAL
EDUCATION ASSOCIATION AND THE
AMERICAN LEGION

*American Education Week is Being Held
December 4 to 10, 1921, Under the Auspices
of the American Legion and The National
Education Association in co-operation with
many other organizations—
Educational, Religious, Fraternal and
Civic.*

THE ORIGIN OF THE PLAN

The American Legion through its Americanism Commission asked and received the co-operation of the National Education Association in teaching and fostering true Americanism in all the schools of America. The Americanism Commission and the National Education Association have approved the following statement, as adopted in the resolutions of the National Education Association at its last annual meeting in Des Moines, July, 1921.

The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to co-operate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign born, good American citizens. To the accomplishment of these ends, be it resolved

1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.

2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.

3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

4. That adequate instruction should be required in American history and civics for graduation from both the elementary and high schools.

5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high-school period or to the age of eighteen.

7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs.

8. That the Representative Assembly of the National Education Association authorize the appointment of a standing committee to co-operate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above.

THE PURPOSES OF THE WEEK

The main purposes of the week are to inform the public of the accomplishments and needs of the public schools and to secure co-operation and support of the public in meeting these needs and to teach and foster good

Americanism.

No service has suffered more from unintelligent criticism than the schools. The average citizen does not read educational literature or accounts of teachers' meetings or visit schools to learn what they are doing. He has a conception of school only as he knew it in his own school days. American Education Week should give the taxpayers who furnish the funds for the public schools first-hand knowledge of the service for which they pay. Education cannot afford to neglect this opportunity to advertise its aims and purposes.

It is the duty of all the friends of education to think seriously and work hard on the problem of keeping the idea of public education before all the people.

GETTING STARTED

All communities are urged to observe American Education Week December 4 to 10. The program for the week may be under the general supervision of the superintendent of schools, the commander of the local American Legion Post, the mayor, or other chief governmental officer of the community. These officials may call to their aid such other advisers and help as they deem necessary.

Proclamations calling on the people and schools to observe the week will be made throughout the United States. The mayors should be requested to issue a proclamation before December 1.

The superintendent of schools, the school principal, or the teacher in each community is expected to take the initiative in organizing and in making and carrying out the program for the week by getting in touch with the local head of the American Legion and of the local government and with the presidents of the Chambers of Commerce, Women's Clubs, Churches, Rotary, Kiwanis, Lion, and other civic organizations and making plans to reach at least once every individual in the community:

Presidents of Universities, Colleges, and Normal Schools should encourage students to hold special patriotic meetings at which there will be emphasis on the importance of education in a democracy.

The churches should be invited to observe Sunday, December 4, as American Education Sunday with special sermons and addresses.

The following topics are suggested for use in schools: Monday, Our Flag; Tuesday, American Ideals; Wednesday, The Language

of America; Thursday, Immigration; Friday, Naturalization.

THINGS TO BE EMPHASIZED

In every possible way the public's attention should be centered on educational problems: the need of better buildings, libraries and equipment, playgrounds; better attendance; better-paid teachers; longer school term; better vocational education; better understanding of the form and fundamental principles of our government and better and universal use of the English language. Special emphasis should be placed on the singing of patriotic songs, salutes to the flag, and short, interesting accounts of essential facts in American history.

MEETINGS AND SUBJECTS

There should be day and evening meetings in the schools and possibly one or more great public meetings for the whole community under the auspices of the Legion with other organizations co-operating.

The weekly meeting of such organizations as the Rotary, Kiwanis, Lion, and Women's Clubs should be devoted to the attainment of the objects and purposes of AMERICAN EDUCATION WEEK.

Before meetings of taxpayers and patrons of the schools, the principals and teachers should give summaries and demonstrations of what a modern school does; how the teaching of writing, reading, and arithmetic have been revolutionized; how health and physical development of the pupils are cared for; how the coming citizens are given knowledge of their rights and responsibilities, and how they are trained in the exercise of these rights and in the discharge of their duties through the organization of the school, through classroom exercises, and through children's clubs. Programs, pageants, and exhibits should be held in all schools. Parents must be attracted to these meetings and exhibits.

Pupils may make posters, four-minute speeches, write slogans, visit court-houses, business houses, parks, and public libraries to learn first hand more about what the government does for its citizens. Patriotic music should be sung and played and the meaning of the American flag taught and the flag honored. Members of the American Legion and others should be invited to speak at meetings held in the schools and in the community.

The following topics are suggested for speeches at general meetings:

1. American ideals and Americanism.
2. National contributions to our immigrant citizens—awaken in the various races among us pride in our country and its government.
3. American patriotism—wear the flag in your heart, as well as in your buttonhole. Celebrate the deeds of great civil as well as military heroes.
4. The School and the Nation.
5. Education, the greatest investment for Community, State, and Nation.
6. How education may be promoted.
7. The communities' responsibility toward the school.

VI

QUOTATION

EDUCATION AND THE FEDERAL GOVERNMENT

The activities of the Federal Government with respect to education at the present time are scattered and unrelated. The Bureau of Education occupies a subordinate position in the Department of the Interior; the Federal Board for Vocational Education, a semi-independent organization, administers Federal aid for industrial education and home economics; and other educational activities of the Government are administered by several different departments. That there should be a reorganization and co-ordination of these activities is universally accepted.

The primary argument for a Department of Education is the manifest need for an adequate and comprehensive plan of co-operation between the Federal Government and the States for the promotion of public education, based on the following generally accepted facts: (*a*) that the conduct of public education is a State function, each State being primarily responsible for the support and management of its public schools; (*b*) that the primary purpose of education from the standpoint of the State and Nation is to develop good citizens; (*c*) that a citizenship, physically, intellectually, and morally sound is essential to the life and prosperity of our Republic since a government of the people can be no stronger than the composite citizenship of which it is composed; (*d*) that the privileges and responsibilities of American citizenship are not affected by State bound-