

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-



aries; (e) that whatever tends to elevate and strengthen the citizenship of any State promotes the welfare of the entire country; (f) that any weakness or disorder in any State subtracts from the general health and security of the Nation; (g) that to neglect the proper training of any considerable portion of the future citizens of our country is to endanger the future of our Nation as a whole; (h) and, therefore, that it becomes the imperative duty of the Federal Government to encourage and promote education in all the States to the end that every American child shall have an opportunity for the fullest physical and intellectual development of which he is capable, thereby conserving and developing the human resources of the Nation.

The Towner-Sterling bill, now before Congress, creates a Department of Education, and provides for co-operation with the States in the training and development of the future citizens of the Nation without encroaching upon the rights and prerogatives of the States. It provides that the department shall conduct studies and investigations in the field of education, and that research shall be undertaken in illiteracy; immigrant education; public school education, with special reference to rural education; physical education, which shall include health education, recreation, and sanitation; the preparation and supply of competent teachers for the public schools; higher education; and in such other fields as the Secretary of Education may think necessary. Such a department would be of great assistance in the solution of complex problems in public education which are common to all the States. It would be far more economical for the Federal Government to carry on extensive investigations in the field of education through a Department of Education, and report thereon to the States, as is now done in the field of agriculture through the Department of Agriculture, than for each State to make independent investigations.

The Towner-Sterling bill clearly recognizes the supremacy of the State with respect to the control of public education, and also recognizes the legally constituted educational authority of each State. That there may be the most effective co-operation between the States and the Nation, there is established a National Council on Education of which the State superintendent or commissioner of education of each State shall be an *ex-officio*

member, together with twenty-five prominent educators representing the different interests in education, and twenty-five citizens not educators, to be appointed by the Secretary of Education, "to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States." This Council will give the Secretary of Education the benefit of the advice of the leaders of education in all the States and provide an effective means of disseminating suggestions for the improvement of education based upon the results of the research and investigation carried on by the Federal Department, and the recommendation of the Council.

An important feature of the Towner-Sterling bill is the authorization of appropriations by the Federal Government to assist the States in the removal of illiteracy, in the Americanization of foreigners, in physical education, in the training of teachers, and in the equalization of educational opportunities. A certain amount, "or so much thereof as may be necessary," is authorized for such purposes, but as all appropriations must be made annually, Congress would have to determine each year the amounts that would be appropriated for each of the purposes mentioned. A comprehensive plan of co-operation between the National Government and the States is proposed which leaves the management of public education absolutely under State control. The principle of Federal aid to education was approved by President Harding in a statement made by him on October 1, 1920, in which he said:

The Federal Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.

It is the universal opinion of those who have given the subject careful study that in



order that the Federal Government may perform its proper function in the promotion of education in the States, the Department at Washington must be given such dignity and prominence as will attract public recognition, and that it must be under such leadership as will command the respect and confidence of educational forces of the country. This is absolutely essential. Anything less will mean failure. The authority of the Federal Government in the promotion of public education can not and should not be made mandatory, but must be exercised through the persuasive influence of facts and suggestions emanating from a source of recognized leadership. It is too much to expect the public to accept the educational leadership of an under-secretary, or bureau chief, who is not allowed to express an opinion on any public question without first obtaining permission from the head of the department, and whose salary is far below what is regarded as fair compensation for persons of recognized National leadership. The experiences of the past fifty years have demonstrated the futility of such an arrangement. The educational leader of the Nation, because of the paramount importance of education, must hold an outstanding position, with powers and responsibilities clearly defined, and subordinate to no one except the President.

#### DISCUSSION OF THE QUESTION

The importance of education from the National standpoint and the necessity for its encouragement and promotion by the Federal Government have been advocated by American statesmen since the founding of our Nation. Washington declared that since the structure of our government gives force to public opinion it is essential that public opinion be enlightened, and he urged promotion of education by the Nation as a matter of "primary importance." This sentiment has been repeatedly expressed by other great statesmen. Horace Mann declared that, "In our country no man is worthy the honorable name of statesman who does not include the highest practical education of the people in all his plans of administration." The first bill for a Department of Education was introduced in the House of Representatives in 1866 by James A. Garfield and earnestly supported in the Senate by Charles Sumner. During the past fifty years the leaders in public education have continually

urged that the Nation should assume its responsibility for co-operation with the States in the promotion of education, and through all these years the movement has been violently opposed by the ancient enemies of public education. A condition recognized as unsatisfactory has been permitted to continue, the Government failing to establish any fixed policy with respect to the promotion of education in the States.

Finally the war revealed to the American people startling facts regarding conditions which seriously impair the strength and security of our Nation. We were astonished to find that one-fourth of the young men called to the colors were practically illiterate; that one-third were physically unfit for full military service, due in a large measure to a lack of proper training; that we are failing to Americanize and assimilate the vast number of foreign-born who are coming to our shores; and that millions of American-born children have little or no opportunity for proper physical and intellectual development. As a result of these disclosures the American people have become thoroughly aroused to the importance of more effective co-operation on the part of the Federal Government with the States for the betterment of educational conditions throughout the Nation. Those who suggest that education is not of sufficient importance and scope from the National standpoint to justify the creation of a Department of Education fail to comprehend the tremendously important service which the Federal Government could thereby render the States. They also fail to grasp the impelling fact that the public-school system is the only institution belonging to all the people which can be used to develop a strong, healthy, intelligent citizenship, capable of understanding, defending, and perpetuating our American institutions.

The Towner-Sterling bill creating a Department of Education is the result of years of thoughtful deliberation by the leaders in public education throughout the Nation. In its preparation and revision every State superintendent or commissioner of education was consulted, together with hundreds whose opinions on questions of public education are deserving of consideration. The bill was not hastily drawn, but is the result of prolonged and intense study. In essentially its present form it was reported favorably by the Committee on Education of both Senate and House



of the Sixty-sixth Congress. In the preparation of the bill creating a Department of Public Welfare with education as one of its subdivisions, the educational leaders of the country were not consulted and the bill was hastily prepared in a few weeks. Its sponsors are friendly to the promotion of public education, but the bill reveals a failure to comprehend many of the most fundamental principles involved in the solution of present-day educational problems. At the hearing held on the bill it was brought out that while the friends of education were not opposed to the creation of a Department of Public Welfare, there was an overwhelming sentiment throughout the country in opposition to the submerging of education in the proposed department. This opposition came not from educators only, but from the friends of education everywhere. On the other hand, the enemies of public education let it be known that they would be quite satisfied to have education submerged in the proposed Department of Public Welfare.

The question has now become a National issue. Action upon it cannot longer be delayed. The people will insist that every member of Congress shall declare his position on the subject. Friends of public education believe that the issues involved are of the most serious import to the Nation. The policy of the Federal Government with respect to the promotion and encouragement of public education in the States hinges upon the action to be taken. The great National organizations supporting the Towner-Sterling bill, representing millions of intelligent citizens, make their appeal to Congress with confidence that this question will be settled in such a manner as to insure the increasing development throughout the United States of a strong, intelligent, patriotic American citizenship.

HUGH S. MAGILL,

Field Secretary National Education Association.

## VII

### VIRGINIA EDUCATIONAL CONFERENCE, NOVEMBER 22-26

#### PROGRAM

TUESDAY, NOVEMBER 22, 1921

All-day session of the Board of Directors of The State Teachers Association, beginning at

9 A. M.—Parlors Murphy's Hotel.

1 to 2 P. M.—Luncheon for the Board of Directors.

2 to 5 P. M.—Conference of Division Superintendents, Senate Chamber, Capitol Building, G. L. H. Johnson, presiding.

Theme: The Rural School. The following subjects will be discussed, twenty minutes being devoted to each, or as much thereof as may be necessary. In each case a speaker has been chosen to discuss the subject briefly and then direct round-table discussion.

I. Essential Factors of a Standard Rural School, Supt. H. L. Harris, James City County.

II. The Equitable Distribution of Standard and Special School Funds, Hon. Harris Hart, State Superintendent; Supt. E. L. Darst, Pulaski County.

III. Methods of Assisting Rural Teachers in the Classification of Pupils and in the Making of Daily Programs, Supt. A. L. Bennett, Albemarle County.

IV. Methods of Conducting Examinations and Tests in Rural Schools—The Question of Uniformity and Efficiency, Supt. W. R. Wrigglesworth, Nottaway County.

V. How to Secure an Adequate Supply of Text-Books When Needed, Secretary J. N. Hillman, State Board of Education.

VI. (a) Length of Time Devoted to Examinations in Elementary and High Schools, and (b) the Value Given to Examinations, Recitations, and Tests in Determining Class Standing, Supt. D. E. McQuilkin, Roanoke City.

VII. A Practical and Effective Program of Supervised Instruction in Rural Schools, Supt. J. J. Kelly, Wise County.

VIII. The Content and Form of a Usable Course of Study for Rural Schools, Supt. A. C. Cooper, Henrico County.

IX. Business Session.

2 to 5 P. M.—Meeting of Trustees Association, Auditorium Mechanics Institute, Eleventh and Broad Streets, M. F. McGehee presiding.

I. The Preparation of Elementary Teachers, Hon. Harris Hart, Superintendent of Public Instruction.

II. The County as the Unit of Administration, Mr. W. A. McShea, Arlington County.

8:15 P. M.—Joint Meeting of Division Superintendents and Trustees, Auditorium John Marshall High School, G. L. H. Johnson, presiding.

I. The County Unit: (a) The County as the Unit of Administration, Hon. Harris Hart, State Superintendent; (b) The County as the Unit of Financial Support—a Comparison Between That and the Present Dual System of County and District Support, Supt. James Hurst, Norfolk County.

II. What Part of the Total Cost of Education Should be Borne by the State Under a Compulsory Attendance Law? Supt. F. M. Martin, Petersburg City.

III. Should the Financial Support of Both County and City Schools be on a Rate or Appropriation Basis? Supt. H. A. Hunt, Ports-