



# AMERICAN EDUCATION WEEK



## NOVEMBER 18 TO 24, 1923

The Bureau of Education will cooperate again this year in the observance of American Education Week with the American Legion and National Education Association. This will be the fourth consecutive year in which an effort has been made to emphasize education for a week throughout the Nation. Last year's observance far exceeded in interest the previous efforts, and it is expected that this year's week will set a still higher mark of educational enthusiasm. It has been decided to change the date of the week from early in December to the latter part of November. This was done largely on the suggestion of the late President Harding, who thought that the former week was too much tinged with Christmas.

As was the case last year, each day in the week is set aside as a day of stressing some particular phase of education which is national in its needs and significance. The days of the week will be observed as follows: Sunday, November 18, For God and Country; Monday, November 19, American Constitution Day; Tuesday, November 20, Patriotism Day; Wednesday, November 21, School and Teacher Day; Thursday, November 22, Illiteracy Day; Friday, November 23, Community Day; and Saturday, November 24, Physical Education Day.

The Bureau of Education has prepared for this year's campaign a leaflet entitled "Suggestions for the Observance of American Education Week," which we trust will be helpful to our school people in planning and making as effective as possible the observance of Education Week.

### WHERE DOES HEALTH EDUCATION BEGIN?

The man in the car stopped to look at the good-looking farm. The fields were yielding large crops; the stock was in fine condition. Well-made sheds housed the newest and most efficient farm machinery and an auto for travel.

"How many pigs have you?" asked the traveler.

"Just a hundred and nine," said the farmer. "That boar over yonder took first prize at the county fair. He's a full-blooded Duroc."

"You certainly know how to raise pigs, Mr. Farmer."

"I ought to; I've sure made a study of raising hogs. You have to get good stock and then raise them right."

"Your corn looks fine, too."

"Yes, it's going to be a bumper crop."

"I suppose anybody could raise corn around here," ventured the traveler.

"Anybody that's a mind to learn how and willing to work. You have to know how to raise corn; you have to know about the soil, and the seed, and how to raise the crop. I've got the best machinery anywhere around; and it pays. A man can't afford these days to buy inferior stock or tools; and then he's got to keep everlastingly on the job."

A child came running out into the yard, brown as a berry, but thin and sleepy looking.

"How many children have you?" asked the traveler.

"Nine!" replied the raiser of prize pigs. "Some family, eh?"

"And I suppose you and your wife have made a study of how to raise a prize family of children?"

"Now you're kiddin' me! I reckon what's good enough for their dad is good enough for them."

"But is it? You don't expect your small pigs to eat what your big hogs eat. You don't make prize hogs that way. When you're growing a prize pig you don't say 'It's going to get no more than its mother had,' but 'What does this pig need?'—and that pig won't get it unless you give it to him. You know every point of a prize hog; do you know every point of a prize 6-year-old girl or boy? Or a 10-year old? Or a 2-year old?"

"Pears as if it's goin' to rain,"

said the farmer. "I'll have to be getting the cultivator under the shed. It's new this year and I don't want it to get wet and rust. If you want to keep good machinery you just have to take care of it."

### IN EDUCATION AMERICA HAS NOT FAILED

Immigrants who come to America are often disappointed in finding that conditions are not just as they expected. Perhaps the golden stream is not poured out quickly and copiously enough; perhaps the restrictions which the policeman and the sanitary inspector place upon them do not meet their ideas of American freedom; perhaps the food they must eat and the liquids they must drink are not those of the land from which they came. It is only natural that such things should cause a feeling of dissatisfaction.

In one respect, however, no immigrant has ever been disappointed, and that is in the provisions which America makes for the education of his children. The Polish Jew who was taught in secrecy, if at all, and in fear of imprisonment, finds here that education is as free as the sunlight. The German who was restricted to few studies supposed to be suited to his station and was not permitted to pursue the higher courses, finds in America that his children may attend any school for which they are prepared and that they sit side by side with the sons of the wealthy and cultured. The Englishman who was barred from the privileges of secondary education by the fees charged or by failure to procure a scholarship finds that high schools, housed superbly, are open to all without price and without formality save that which is necessary to insure academic read-

iness. In no other country on earth is education suitable to the advancement of the pupil offered without distinction of class and without cost to all who apply. Americans know no other way, for their schools have been so conducted from beginning; but when Europeans come to us they quickly observe and generally appreciate the advantages which they enjoy for the first time. It often happens that the schools are the deciding factor in determining desirable immigrants to remain when they might otherwise be persuaded to the homes of their childhood.

The American system of public education is the crowning glory of the social system which has developed on this continent. Every patriotic American regards it with pride and maintains it with devotion.

NOW, THEREFORE, I, Calvin Coolidge, President of the United States, do hereby proclaim the week beginning on the eighteenth of November, next, as National Education Week, and urge its observance throughout the country. I recommend that the State and local authorities cooperate with the civic and religious bodies to secure its most general and helpful observance, for the purpose of more liberally supporting and more effectively improving the education facilities of our country.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the United States to be affixed.

DONE, in the City of Washington, this twenty-sixth day of September, in the year of our Lord, One Thousand Nine Hundred and Twenty-three, and of the Independence of the United States, the One Hundred and Forty-eighth.

(Seal) (Signed)  
CALVIN COOLIDGE  
By the President:  
(Signed) CHAS. E. HUGHES  
Secretary of State.

### POPULAR EDUCATION AND FREE GOVERNMENT

Popular education is necessary for the preservation of those conditions of freedom, political and social, which are indispensable to free individual development. And, in the second place, no instrumentality less universal in its power and authority than government can secure popular education. 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 the free institutions depend. No free government can last in health if it lose hold of the traditions of history, and in the public schools these traditions may be and should be sedulously preserved, carefully replanted in the thought and consciousness of each successive generation.—Woodrow Wilson.

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionately essential. To the security of a free constitution it contributes in various ways; by convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first and avoiding the last, and uniting the speedy but temperate vigilance against encroachments with an inviolable respect to law.—George Washington.

### PARENT-TEACHER ASSOCIATIONS

In the recent past the interest of parents in the schools was not a very close or vital one; it was largely an academic interest. But to-day cooperation between parents and teachers is an important factor in educational endeavor. It is one of the forward movements in education and peculiarly American in its origin and conception. The importance of this progressive movement is manifest to all who are really interested in the public schools and their problems.

Parents and teachers are now organized in every State in the Union, in Alaska, Hawaii, and the Philippines, likewise in Cuba, Mexico, Canada, Bahama Islands, China, India, and South America. The two most important factors in the guidance of children are working together in each country named to insure the right kind of men and women for future citizenship.

In 46 States in the United States there are branches of the National Congress of Mothers and Parent-Teacher Associations. At the twenty-seventh annual convention of this organization held in Louisville, Ky., it was reported that the total membership exceeded 527,000—over a half million women and a good number of men—all working through parent-teacher associations to make a better citizenship and a better America.

Parents in rural districts are beginning to realize as never before the value of parent-teacher associations as aids in helping them to solve their problems—educational, social, and civic. Rural schools need these organizations perhaps more than city schools because the children in rural schools come from homes that are widely scattered. Parent-teacher associations accomplish much in over-

coming the individualistic tendencies of the dweller in rural communities; they promote public opinion regarding the needs of the schools as pointed out by school boards and teachers.

The rural child has not always been valued by his parents at his real worth. The importance of his school life has often been underestimated. He has been permitted to stay out of school upon the slightest pretext. Boys and girls have shared alike in this lack of appreciation and indifference in regard to regularity of school attendance. The parent-teacher association puts a new value upon child life and will bring new life into the homes, the school, and the community.

### A PLEA FOR TEACHERS

"Without vision the people perish." Without education there can be little vision. Of education it may be said that "It is twice blest; it blesseth him that gives and him that takes." It will be greatly worth the effort if we can impress this thought upon the young manhood and womanhood of the Nation and redirect their interest and patriotic zeal to the idea of making a proper contribution to educational work. It is regrettable that so few young men and women, equipped for such service, are nowadays disposed to give their time and talents to teaching. Education needs their young eagerness, zeal, and enthusiasm.

There is no school of discipline more effective than that in which the teacher goes to school. We could do no greater service than by convincing those young men and women who have enjoyed educational opportunities that they owe a reasonable share of their time and energies to teaching.

The strength and security of the Nation will always rest in the intelligent body of its people. Our education should implant conceptions of public duty and private obligation broad enough to envisage the problems of greatly distraught world. More than anything else men and women need the capacity to see with clear eye and to contemplate with open, unprejudiced mind the issues of these times. Only through a properly motivated and generously inspired process of education can this be accomplished.—Warren G. Harding.

### BUSINESS FAILURE AND SCHOOL FAILURE

Many a man in business fails because he does not put money enough into his business to make it pay. He starts out with poor equipment and employs incompetent help. There is so much waste that the man soon goes into bankruptcy. Many a school, too, is failing because of poor equipment, incompetent teachers and supervisors, and failing because not enough money is being put into the school to make it pay. The failure of the school, however, passes by unnoticed.

"The common school is the cradle of America's greatness"—Theodore Parker.

"Human history becomes more and more a race between education and catastrophe."—H. G. Wells, *Outline of History*.

### CONSOLIDATION OF SCHOOLS BRINGS HIGH-SCHOOL FACILITIES TO RURAL COMMUNITIES

The greatest tragedy of the rural school problem in many countries is the lack of opportunity for high-school instruction. This situation is impairing rural life by depriving thousands of country boys and girls of the chance to receive as much education as their city cousins; by compelling many good farmers to leave the land and move to town where they can secure high-school advantages for their children; and by forcing other farmers to make great financial sacrifices in order to board their children in towns where high schools ex-

### HOW DO YOU TACKLE YOUR WORK?

By EDGAR A. GUEST

How do you tackle your work each day?

Are you scared of the job you find? Do you grapple the task that comes your way?

With a confident, easy mind? Do you stand right up to the work ahead,

Or fearfully pause to view it? Do you start to toil with a sense of dread,

You can do as much as you think you can,

But you'll never accomplish more; If you're afraid of yourself, young man,

There's little for you in store. For failure comes from the inside first,

It's there, if we only knew it, And you can win, though you face the worst,

If you feel that you're going to do it.

Success! It's found in the soul of you, And not in the realm of luck!

The world will furnish the work to do,

But you must provide the pluck. You can do whatever you think you can,

It's all in the way you view it. It's all in the start that you make, young man;

You must feel that you're going to do it.

How do you tackle your work each day?

With confidence clear, or dread? What to yourself do you stop and say,

When a new task lies ahead? What is the thought that is in your mind?

Is fear ever running through it? If so, just tackle the next you find

By thinking you're going to do it.

A class of Third Graders were stumped by the word "cistern" in a reading lesson.

"Get the dictionary, Henry," said the teacher, "and see if you can find the word."

Just then a hand shot up from the back of the room, "I know what 'cistern' is—it's women."

"Women!" cried Miss R. "You surely don't mean that?"

"Yes," insisted the little fellow, "I do. I heard our preacher yesterday ask all the 'brethern and cistern' to come to a meeting tonight."

The best advertisement any community can have is a good school. One of the first questions a person asks when contemplating the purchase of a home is, "What kind of school have you in this district?"

Suggestion to the faculty:

The following was overheard in class the other day: "Will the prettiest girl in the class please stop whispering?" And silence reigns until the bell rings.—Arvada Triumphet.

Our English teacher doubtless thinks that the one and only objection to the adoption of English as a universal language is that so few of us really speak it.

ist or to meet the still further expense of placing them in boarding schools.

In one country, for example, having 57 one and two teacher schools, only about 50 per cent of the eighth grade graduates enter high schools. In another country, which has eliminated practically all its one-teacher schools, about 90 per cent of the eighth grade graduates enter high school. These two examples are only a few of the many that could be given to show that consolidation increases high school enrollment.