The meeting of the Department of Superintendence held at Detroit was the largest meeting in the history of the Department. The registration reached nearly 5,000. The registration of the largest previous meeting was 3,200. It is quite impossible to review fully the activities of the Department. One topic stood out as of major importance and engaged the attention of the Department during two of the morning sessions. This was the problem of the reorganization of the upper grades of the elementary school. The discussion began in the form of a debate on the six-and-six plan. It was continued the next day in the discussion of the desirability of differentiating the course of study in the upper grades of the elementary school.

During this entire debate it was evident that the natural sympathy of many of the superintendents was with the elementary school in somewhat the present form of its organization. The arguments for reorganization were presented, however, especially by Commissioner Snedden in a way which profoundly impressed even the unbelieving. There was clear agreement on all sides that some enlargement of the course of study is desirable, but those who were opposed to a modification of the present form of organization contended...
vigorously that any differentiation of the course of study after the sixth grade would compel the choice of a vocation on the part of children going through this differentiated school and would destroy that common body of ideas which is now cultivated by requiring all children to go through exactly the same curriculum.

These arguments in opposition to reorganization were met by calling attention to the fact that there is no clear knowledge with regard to those minimum essentials which should be included in every child's course of study. The supposed essentials of the course of study have changed rapidly in recent years just in proportion to the growth in new materials of knowledge which could be introduced into the curriculum and as the social situation has changed, making new vocational demands upon children in all grades of schools.

Furthermore, it was shown in favor of reorganization that twelve years of age is the crucial period of early adolescence. It was also shown that the high school must be reorganized because it does not have enough time to carry out its function of general education.

A second topic which engaged the attention of the Department was the relation between a board of education and the superintendent of schools. This discussion was introduced by a careful and complete statement of the principles which should underlie this relationship, delivered by Professor Cubberley. It was interesting to note that the audience was later very much impressed by the position taken by ex-President Churchill, of the New York City Board of Education, who made a demonstration in favor of control of the course of study by the board of education. Indeed, it was surprising to find that a group of superintendents would be led away by the wit of the speaker to indorse, at least by their applause, principles which they could not for a moment afford to recognize in the organization of their own school systems. If a superintendent is unable to control the course of study, he ought to resign. Presumably he is an expert officer acquainted with the development of material appropriate to go into the schools. If he must give over to the board of education the organization in detail of this material which is to be presented by the
teachers in the schools, he loses his value as an expert officer to the school system. Doubtless more deliberate consideration of the subject that was discussed at that morning session will lead many a man who applauded vigorously the statements made by Mr. Churchill to revise his opinion in favor of the sound and wholesome principles stated by Professor Cubberley.

There was a section meeting devoted to the work of efficiency experts. Reports were made from Kansas City (Missouri), Boston, New York, and Detroit. The number of efficiency experts in the country has been increasing gradually until now twelve of the cities of the United States are equipped with efficiency experts. There are, in addition, a number of assistant superintendents in the large cities of the United States who are virtually to be classified in the same group. These men represent the practical applications of educational science to school systems, and their reports were most encouraging to all who seek the advancement of educational science and the improvement of schools through the application of tests and other scientific methods.

It became evident in these discussions that practical school men are no longer skeptical about the possibilities of making tests. Indeed, throughout the entire meeting of the Department it was evident that the terminology and spirit of scientific work have come to be accepted by school men everywhere. The persistent question, however, which arose in all of the meetings and was raised very pointedly at the meeting of the efficiency experts was the question of practical advice to be given to teachers in order to remedy the difficulties uncovered by the tests and studies. Unless a revelation of difficulties can be followed by some practical measures which will remedy these difficulties, there is going to be a decline in the interest and enthusiasm for the testing. The efficiency expert and the student of educational science must, therefore, make a definite study of the methods of improving school work. Standardizing school work must become a positive undertaking as well as a negative discovery of difficulties.
The organizations which met in conjunction with the Department of Superintendence should not be neglected in any statement of the work of this Department. There is a commission of the National Education Association which is working on the reorganization of the high-school course of study. This met several days during the general sessions of the Department.

The National Society for the Study of Education had a large and enthusiastic meeting at which reports were made by a number of workers in the field of educational science.

The National Council had several meetings. At one of these meetings the Committee on Standards and Tests made its annual report. The papers discussed at this meeting of the Council were printed in the *Yearbook* of the National Society.

The College Teachers of Education had the largest meeting that they have ever had. The membership of this organization has grown in recent years through the increase in the number of education departments and through an increase in the staffs of these departments. The problems discussed by the College Teachers of Education were the problems of the relationship of departments of education to other organizations promoting scientific studies of education. There was also an interesting discussion of the important problem of practice teaching as an essential element in the training of teachers.

The organization of a National Council of Primary Teachers is an event of sufficient significance to receive special attention. The following note was prepared by the new chairman of this organization:

The National Council of Primary Education held its first annual meeting in connection with the Department of Superintendence of the National Educational Association, at Detroit, February 22. The meeting took the form of an informal discussion of the topic, "A Greater Use of Activities in the Primary School." The discussion brought out reports of methods used in the "School of Childhood," of the University of Pittsburgh, and of interesting experiments being tried out in the public schools at Cincinnati, Minneapolis, Toledo, Virginia, and other points. The time for discussion slipped by before all those who had contributions to make had opportunity to speak. The meeting was attended by about three hundred persons, representing all phases
of interest in the primary problem, including both primary and kindergarten teachers and supervisors, building principals and city superintendents. The audience seemed unanimous in its approval of the point of view set forth by the various speakers, i.e., that mechanical methods in the primary school must give way to greater freedom and more activity, and that the relationship between the kindergarten and the primary school must become so intimate that children shall feel no gap in passing from one to the other.

The National Council of Primary Education is the newest organization devoted to the educational welfare of little children. At the time of the meeting of the Department of Superintendence in Cincinnati, Ohio, February, 1915, a group of thirty representative women lunched together in order to discuss the needs of this field. Finding themselves of one mind, they took the first step toward organization, and a constitution was adopted at the recent meeting in Detroit. Evidence of the feeling of a need for the work the organization hopes to do is shown by the rapidity with which the news of the organization spread quietly among those interested, and the hearty response which came from all quarters. The membership already includes nearly three hundred names of representative teachers from all parts of the country.

After the adoption of the constitution, Ella Victoria Dobbs, assistant professor of manual arts, University of Missouri, was elected chairman. An advisory committee was also elected, the members being Miss Annie E. Moore of Teachers College; Miss Alma Binzel, district supervisor, Minneapolis; Miss Annie Logan, assistant superintendent of schools, Cincinnati, Ohio.

The constitution adopted calls for a loose organization in which free discussion shall predominate rather than papers and set programs. It is hoped to make the organization a council in fact as well as in name. The central office will collect and distribute reports of successful experiments and other helpful literature.

The Religious Education Association met in the city of Chicago during the first week of March. A very full discussion was held of those activities which are being organized in different parts of the country to give religious education to school children.

At the close of the discussion a Committee of the Council, appointed to prepare a statement of findings on the subject of the annual meeting, reported the following declaration which was adopted by the Association on March 1:

**Declaration of Principles**

"RELIGIOUS INSTRUCTION AND PUBLIC EDUCATION"

The movement for correlating religious instruction with public education is one evidence of the awakening of the American people to the right of the
child to his religious heritage. The Thirteenth Annual Convention of the R.E.A. has made a distinct contribution to this movement. The practices and results of the diverse experiments in this field were made the subject of preliminary investigations. These investigations were summarized in advance and made available in print. The legal status of religious instruction in connection with public schools in this country was made clear. Both by the preliminary studies and by the papers and discussions at the meetings, the policies and attitudes of Jews, Catholics, and Protestants have been given full and free expression in regard to fundamental principles, present practices and plans, and unsolved problems. The possibility of frank and friendly co-operation among all persons whose primary interest is in welfare of children and the promotion of the Kingdom of God has been once more demonstrated, and their substantial agreement on certain principles concerning the relation of religious instruction to public education has been revealed. These principles may be formulated as follows and may be regarded as the declaration of the R.E.A. on the subject of the convention.

1. The church and state are to be regarded as distinct institutions, which, as far as possible, co-operate through the agency of their common constituents in their capacity as individual citizens.

2. All children are entitled to an organic program of education, which shall include adequate facilities, not only for general, but for religious instruction and training.

3. Such a division of the child's time as will allow opportunity and strength for religious education should be reached by consultation between parents and public-school authorities without formal agreement between the state and the churches as institutions.

4. The work of religious instruction and training should be done by such institutions as the home, the church, and the private school, and not by the public school nor in official connection with the public school.

5. The work of religious education must depend for dignity, interest, and stimulus upon the recognition of its worth, not merely by public-school authorities, but by the people themselves as represented in the homes, the churches, private schools and colleges, and industries.

6. The success of a program of religious education depends—
   a) Upon the adoption of a schedule which shall include the systematic use of week days as well as Sundays for religious instruction and training.
   b) Upon more adequate provision for training in the experience of public and private worship, and for the use of worship as an educational force.
   c) Upon the degree to which the materials and methods employed express both sound educational theory and the ideals of the religious community in a systematic plan for instruction and training, which shall include all the educational work of the local church, whether such church works independently or in co-operation with other churches.
d) Upon the degree to which professional standards and a comprehensive plan are made the basis of the preparation of teachers for work in religious education.

e) Upon the degree to which parents awake to the unparalleled opportunity for the religious education of our children and youth, the profound need for sympathetic co-operation among all citizens of whatever faith, and the call for sacrifice in time and thought, in effort and money, consecrated to the children of the Kingdom.

f) Upon the degree to which the churches awake to their responsibility for the instruction and training of the world’s children in the religious life, and take up with intelligence and devotion their common task.

There can be very little doubt that this deliberate conclusion of the Religious Education Association is an important step in the discussion of the relation between public schools and the church. There are many enthusiasts for religious education who are rushing into a form of organization which they do not seem to understand or to have carefully considered. The experience of Europe with regard to the mixing of secular and religious training ought to be carefully canvassed by these good people before they try to set up in the American school system any such type of organization. There can be no question at all that a careful analysis of European experience would make anyone conservative about the amalgamation of the public schools and religious instruction of any kind.

In February the Board of School Trustees of South Bend, Indiana, voted 2 to 1 against renewing the contract of Superintendent L. J. Montgomery. No reasons were assigned other than assertions that Mr. Montgomery did not get along with three of his eighteen school principals, that he acted too frequently without consulting all the members of the board, and that he had a preference for out-of-town teachers. It was impossible to show that the inharmonious relations between the superintendent and the three principals were the fault of the former, the failure to consult the board was not substantiated, and the preference for out-of-town teachers was easily disproved by a mere review of the facts. The two trustees positively declared that they did not act on the basis of any information reflecting on the personal or professional character of Mr. Montgomery. It was impossible to deny that the South Bend schools had made decided progress under his
administration. No one disputed the published list of the many changes and reforms he had inaugurated in the system.

The program of the two trustees was carried out in the face of the bitterest opposition from many representative elements in the community, and, in fact, with no clear-cut support outside the city administration which appointed them. The school principals with three exceptions made public statements unequivocally in favor of Mr. Montgomery; three hundred of the three hundred thirty teachers took the same stand in letters; both daily papers—contrary to all precedents—were in agreement in their vehement condemnation of the whole proceeding; while a citizens' committee, representing in its composition practically all the banks of the city, as well as the large stores and most of the manufacturing interests, carried on a vigorous campaign to prevent the dismissal. The Rotary Club of the city appointed a committee of men of undoubted standing in the community to canvass the matter with the two trustees, and the Chamber of Commerce through its directors indorsed a plan for submitting the case to an unprejudiced tribunal composed of an ex-judge of the state supreme court, an ex-judge of the superior court, and a third to be chosen by these. But the truculent members of the board withstood every attempt to penetrate their guard. They refused to confer with committees, to state their side to tribunals, or to receive public petitions. The mayor of the city refused to use his influence toward securing any compliance with these community demands.

Finally the president of the board, who had supported Mr. Montgomery throughout, resigned, hoping to set a good example to his colleagues. They declined to follow the example and were thus left in undisputed control of the situation. Not many days after this, and while the efforts in his behalf were still in progress, Mr. Montgomery brought the personal side of the fight to an end by handing in an immediate resignation. He left the city shortly after to enter into business.

The net results of what is described as the bitterest contest ever waged in the city are: the loss of a superintendent whose administration was undeniably of a very efficient character, the disruption of the schools for some years to come, and the personal triumph of
two men who apparently feel it necessary for their peace of mind to control school patronage more completely than they could hope under conditions as they were.

So long as school boards find themselves able to remove superintendents in this manner, so long as local city politics outweigh all considerations of personal worth and efficiency, so long as community opinion expressed through so many and so representative channels is without effect; just so long will public-school administration continue to lose its men of ability and initiative and find it difficult to secure others who will be courageous in the work and true to the higher ideals of public education.

The following editorial is quoted from the *Colorado School Journal*:

The Denver Situation

A year ago the Denver Taxpayers' League proposed to the Denver Board of Education a survey of the schools, the expense to be equally divided between the two. The offer was finally accepted, and experts under the direction of Drs. Bobbitt and Judd, of the University of Chicago, were employed.

The survey has been in progress during the winter and a preliminary report has been made. By-laws carrying into effect the recommendations were presented in January to the board and adopted by a vote of three to two, the two being members elected last May reputedly as representatives of the patriotic societies. The contention of the latter is that the by-laws give the superintendent too much power and divest the board of duties imposed on it by law.

Within a few minutes after the vote was taken Dr. P. V. Carlin, a member who had voted in the affirmative, was stricken and never regained consciousness, dying a few days later. A third member of the board is a member of Congress and is absent during its sessions. This leaves in Denver three members, two of whom are opposed to the organization instituted.

The choice of the fifth member to succeed Dr. Carlin rests with the board itself. By the terms of the by-laws no special meeting can be held except upon call of three members and no change can be made in the by-laws except on notice at a previous meeting and a majority vote of the full board membership. This deadlocks the situation with or without the presence of the Washington member.

Superintendent Cole is charged by the by-laws with the conduct of the schools with ample authority, but cannot expect favorable action on proposals outside the routine.

Civic organizations, including the Taxpayers' League, the Rotary Club, and the High School Guild, have given strong support to the proposed reorganization, and public opinion seems strongly in favor of it.
The main point in question is whether the old system of board committees shall have charge of details of the system or whether, as under the adopted by-laws, there shall be responsible heads of departments having under the superintendent large jurisdiction.

The solution proposed at least by the civic bodies is that they shall suggest a name or names from which the four members of the board shall agree to choose the fifth member.

There is no doubt as to where the great body of the teachers stand; the Denver Principals' Association, the Grade Teachers' Association, and the High School Guild having indorsed the by-laws without dissenting vote.

Two suggestive and more or less detailed reports of junior high schools appear in February educational periodicals. Mr. C. C. Bingaman writes of the organization at Goldfield, Iowa, in *Midland Schools*; and Superintendent F. W. Simmonds, of that in Lewiston, Idaho, in *Educational Administration and Supervision*. In both instances the junior schools are in the same building as the senior schools, but in each case there are separate assembly rooms and fairly distinct organizations.

Mr. Bingaman, in replying to a common criticism, asserts very emphatically that the plan does not involve the neglect of the common branches. In his estimation, with the supervised study and departmental instruction which are features of the plan in Goldfield, the common branches fare much better than before. On the other hand, Mr. Bingaman says: "The junior high school which includes nothing but the common branches in the seventh and eighth grades is hardly worth while." In the Goldfield school pupils in the seventh and eighth grades may elect work in home economics, manual training, commercial subjects, modern foreign languages, general science, etc.

Mr. Simmonds' report is of about the same nature. The organization in Lewiston is more complicated owing to the larger size of the school, but the distinctive features are the same. In both places there appears to be a considerable degree of enthusiasm over the outcome of the experiment thus far. In Lewiston, in particular, the reorganization has effected decided gains in enrolment and has made possible a lower per capita cost for instruction.
The State Board of Education of New Jersey is urging legislation which will make possible a state-wide development of the intermediate-school plan. At present the law regulating the distribution of state funds discourages such a change in organization. Municipalities receive $200 for each elementary-school teacher employed and $400 for each high-school teacher. The law allows, however, only $200 for any high-school teacher who teaches even a single class below the ninth grade. Since the establishment of the intermediate school requires the services of high-school teachers in the seventh and eighth grades, the resulting loss of income under the existing regulation effectually blocks such a program in most places. To obviate this difficulty the state board, with the strong support of the educational leaders of the state, is introducing a bill providing that under the intermediate school organization a municipality shall receive $315 for each teacher employed throughout. It is thought that this provision will make it possible for any community to adopt the plan without financial loss.

In Des Moines the Chamber of Commerce has decided to undertake an investigation of the public schools. A permanent committee has been provided to manage the work and formulate the resulting recommendations for submission to the public. The committee is to make a study of the financial condition of the district, the methods of expenditures, and the nature of present indebtedness. The matter of teachers' salaries is to be taken up, and the regulations controlling increases and pay for lost time in cases of illness. It is natural, of course, that such an organization should be interested chiefly in the more strictly financial aspects of school administration. It is possible, however, to perform definite services to education in general even with such a limitation of aim.