

historical material deemed necessary for secondary instruction, into some sort of a General Social Science, in which the emphasis shall be placed on energizing *ethical points of view*.

PRINCIPAL EDWIN L. MILLER OF NORTHWESTERN HIGH SCHOOL, DETROIT, MICHIGAN, CHAIRMAN OF THE COMMITTEE ON CURRICULUM, gave the following report:

REPORT OF THE COMMITTEE ON CURRICULUMS

Chairman Miller, reporting for the Committee on Curriculums, said:

"The committee on curriculums can at this time undertake little more than to report progress. The brevity of our period of preparation and the importance of the subject require that we have at least another year for study and a much longer period than thirty minutes for the presentation of our report. We are able, at the present time, however, to lay down certain fundamental principles which should determine the construction of the six-year high-school curriculum, and to make some suggestions in regard to required and elective subjects. I shall endeavor to state the general problem. Mr. Cox will discuss the core or basic subjects, and Mr. Stetson will talk about electives.

"We agree with the main objectives of education as stated by the Commission on the Reorganization of Secondary Education. Their conclusions amount to this: Program making depends upon the object of education. The object of education is complete living. To live completely one must have health, a command of fundamental processes, the ability to be a worthy member of a home, a vocation, proper training in citizenship, the power to use leisure in a worthy manner, and the kind of ethical training which is necessary to give all of these possessions their full value.

"These aims require that, in the organization of the secondary school program, attention be given to the following objectives:

1. Health, which included instruction in health habits, physical training, supervision of play, and co-operation with extra-school interests.
2. Fundamental Processes. Reading, writing, and arithmetic.
3. Worthy Home-Membership. Proper attitude toward present as well as future home duties; use of music, art, and literature in the home; household arts for boys as well as girls.

4. Vocational Education. Vocational guidance and vocational training.
5. Civic Education. Geography, history, civics, mathematics, and literature.
6. Use of Leisure. Music, art, literature, drama, society, athletics, and avocations.
7. Character.

"This foundation being accepted we are at once face to face with these questions: 'Does the present course function? Can each subject in the present curriculum be justified on the ground that it contributes definitely and vitally to some or all of these seven ends? If it does not, is the proper remedy reform from within or elimination?' These questions at once raise a score of others. For example, our committee is unanimous in the belief that Latin as now taught cannot be justified but that by means of internal reorganization it may and should be so reformed as to justify itself. History probably should be so reorganized that every pupil may gain a bird's-eye-view of general history. American history perhaps should be taught with the idea that it begins not in 1492 but in 449. For algebra it may be that practical mathematics should be substituted. These are all typical problems which demand discussion, study, and solution. In general, we believe that the right procedure is not elimination but reform, and we recommend with this in view that teachers be invited to test and justify their own subjects in the light of the seven fundamental aims. We ask further that our committee be continued, that it be given the privilege of calling in experts on the various subjects of the curriculum, and that it be granted sufficient time to prepare a full report."

Mr. Cox followed with a statement of the committee's views on the subject of the *core or required subjects*. Tentatively he stated that, in Grades 7-9, English, mathematics, the social subjects, science, the manual arts, and physical training should be required, the first two five times a week for the three years, the others less often. Mr. Stetson reported that, in Grades 7-9, music, drawing, English literature, Latin, French, and Spanish should when possible be offered as electives. Beyond these preliminary statements the committee was not prepared to go.

COMMITTEE ON CURRICULUM

Principal Edwin L. Miller, *Detroit Northwestern High School, Chairman.*

Principal Philip W. L. Cox, *Junior High School, St. Louis, Missouri.*

Principal William A. Wetzel, *Trenton, New Jersey.*

Superintendent Paul C. Stetson, *Muskegon, Michigan.*

DR. THOMAS H. BRIGGS, ASSOCIATE PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, read a paper on the use of scientific tests.

PROVISIONS FOR ABILITIES BY MEANS OF HOMOGENEOUS GROUPINGS

THOMAS H. BRIGGS, PH.D., ASSOCIATE PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

I fancy that one of the most grimly humorous chapters in the future history of education will be that dealing with the struggle in the first quarter of the twentieth century. The historian will find in our periodicals masterly expositions of the values of the various subjects now in our curricula, and with them, unfortunately, diatribes that contain, not always in the polite diction supposedly peculiar to the academician, charges that stop short only at arson and murder. Why was it, he will ask, that the classicist could see no good in the program of the scientist? And why was it that a little later the classicist and the scientist joined hands to keep out of secondary schools the national program for industrial training?

The answer, I think, will from the point of view of the future be perfectly patent. The various advocates in their enthusiasm for their several subjects had never learned the simple fact pointed out by Josiah Royce a generation before, that it is inconceivable that the learning of the ancients, which has underlain the progress of our civilization, should suddenly become useless; it is ridiculous that the great corpus of scientific facts which has made possible modern life should not be worth further study; it is preposterous that the eighty-five per cent of boys and girls who are to earn their living in commercial and industrial occupations should not have training that will give them some degree of skill. But as no man can be "a philanthropist, statesman, warrior, and African explorer, as well as a 'tone-poet' and saint," the necessity of election forces us to ask now, as we