ON FREEDOM FOR TEACHERS... EDWARD A. FILENE

THE RADIO INTERVIEW-DIALOG... ARTHUR S. GARBETT

AMERICAN EDUCATION WEEK, 1935

DR. SMITH'S REPORT ON THE PRUSSIAN PRIMARY SCHOOL SYSTEM (Second Instalment)

BOOK REVIEWS

FILM ESTIMATES

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ON FREEDOM FOR TEACHERS

I AM A BUSINESS man, not a professional educator. As a business man, however, I feel free to make a certain criticism of our school system; for what is wrong with the schools, it seems to me, is very largely the work, not of educators, but of business men.

To say that our modern schools have failed is an unsupportable, one-sided statement. It seems to me, at least, that they have been conspicuously successful in many ways. In the natural sciences, they have not only discovered great and useful truths which had been hidden from the human mind throughout the ages, but they have raised up a generation of fact-finders capable of searching out new truths and applying them to the solution of many practical problems.

In many ways, the American masses have become marvellously educated. Millions of modern youth, for instance, think nothing of driving high-power engines at a speed which would have caused the youth of any other time to quake with fear; and children who, had they lived a century before, would have been laboriously learning the routine of farm chores, are now discussing radio-activity and making their own short-wave sets. The schools, to be sure, may not be directly responsible for this; but neither were the schools of a century ago directly responsible for all the education which their students received. In each case, the schools have supplemented the education which the child received from his environment.

There was, however, this difference. The old red schoolhouse, as a rule turned out graduates who were equipped to make a living in the way that livings were then made, equipped also with a workable understanding of the human relations of the period and a workable knowledge of its economic set-up. Even the modern high school, even the modern university, scarcely does that.

Modern schools, to be sure, do attempt to teach economics and sociology, whereas the old red schoolhouse did not undertake to go much beyond the three R's. Before he entered school, however, or during the period in which he attended the elementary school, the average child of a century ago studied agriculture, industry, and trade in a way which measurably equipped him to solve most of their basic problems.

Agriculture, industry, and trade, to be sure, were rather simple problems then. The problem of agriculture consisted basically of how to grow on the farm about all the food which the family expected to consume; and the industrial problem was mainly a problem of how the family could make the things which the family expected to use. The problem of trade consisted mostly, then, of trying to exchange something which the family could go without for the few things which the family could not produce and still could not or would not go without.

Basically, however, these problems are about the same as they ever were. The main difference is that the modern family produces few if any of the things which it consumes and is therefore almost wholly dependent upon trade; and very few people, either traders or economists, even pretend to know how trade can be carried on.

In 1929, for instance, trade slowed down to a point where millions of Americans suffered acutely and almost everybody was alarmed, but nobody seemed to know what to do about it, and most of us were of the
opinion that nothing either could or should be done.

If we would only wait a while, we were told, trade would revive.

A century ago, it would have been quite impossible to fool the average 10-year-old in any such way as that. For he knew about trade. He knew that if his folks had more hogs than they needed, they could make a trade with some family which had more hay than it needed, or more of something else which his family might want.

If his father couldn't make a trade with the first neighbor he consulted, it never occurred to him to blame the condition of trade. The way to revive trade, he knew, was by trading something for something else—which was equally true in 1929, but nobody thought of it. Even if a neighbor didn't have any money or any goods in those days, it was still possible to do business with him; for he almost always had labor-power and that was known to be valuable. It was still valuable in 1929, but something had happened to us so we couldn't see just how it was valuable; but in those uneducated days, the man without money or products was invited over to help create some wealth on a neighboring farm, and he would be given some money or products in return.

How was it that people were so wise in those days and so foolish in ours, in spite of the better schooling of this latter time? The answer is plainly that the home in those days educated its children in the ways of life. It did this because it could. The modern home does not do it because it can't. The modern home can tell its children where father works, if he is working, but it cannot, as a rule, acquaint him exactly with what father does and why. He may work in a bank, but the home cannot explain banking, and surely cannot ask the children to help on such a job. He may work on the railroad, but even those who own the railroads may not be able to explain them. They may be laboring under the impression that railroads exist primarily for bondholders, not for the transportation of goods and people. Or he may work in an office or factory tied up in some mysterious way with the work of some other office or factory, giving some service or manufacturing some gadget which the second organization is in the habit of purchasing during those periods when business happens to be good, but which has to shut down and throw father into unemployment if business happens to be bad. As to why business is bad, father hasn't the slightest idea. Neither, in all probability, have his employers, and it is their understanding that it is hardly worth finding out as they couldn't do anything about it anyway. Employers, they think, are quite helpless in this matter of unemployment.

Contrast the schoolboy living in that sort of environment with the average youngster in the old red schoolhouse a century ago. The boy in agrarian days not only learned how to make the soil do what he wanted it to do but obtained a first hand acquaintance with all the essential industries—construction, transportation, textiles, milling, slaughtering, packing, preserving, and, of course, heat, light, and power. He knew by actual observation, contact, and cooperation, what all these things meant to life in his community and how they could be controlled to serve the purpose of that community. He knew that heat came from the woodlot, light from a sheep's "innards" and power from the raising and training of certain colts and calves. The child in this machine age learns from his environment that the people who get what they want are those who have the money, but behind that one stark fact, there seems to be a great blank wall.

Yes, the modern schools teach economics and sociology to certain students who have a flair for formulas; but how much of the mystery of their own economic status is thus cleared up for them? How much stirring truth do they drink in as to the work-
ings of modern heat, light, and power? If they can't use the railroads as they would like to use them, do their classes in economics tell them what to do about it? If your father is out of a job, does the boy learn what the trouble is and just how that may be corrected? If the family income doesn't enable him to live like the other boys, does his class in economics suggest a way by which the injustice may be corrected?

It is my understanding that economics is not taught in our schools in any such exciting way as that. It is my understanding that the teachers themselves, and even the people who write the textbooks, do not pretend to know the answers to such questions; and that if they did pretend to know, or if they organized their classes to undertake any very searching inquiry along these lines, there would be some danger of their losing their jobs. Why? Because certain business interests wouldn't like it.

I am a business man and I can understand why they wouldn't like it. I can understand their fear of irrational, radical, and subversive theories creeping into our schools. I even share the fear myself. Nevertheless I can't help noting that we have made tremendous progress in chemistry, physics, and many other subjects in which business interests have not interfered with the educational process, and we have made almost no progress (unless it has been during the past two years) in acquainting the mind of youth with the real nature of the modern economic and social set-up.

We business men had uses for chemistry and physics, which could not be learned in any other way than by organized fact-finding. We had no opinions whatever as to any chemical formula, and we never asked for anyone's opinion on any chemical problem. We wanted the exact facts, no matter how dangerous or subversive the facts might be. We did have opinions, however, as to the social and economic set-up. We had opinions as to how labor should behave, employed or unemployed. We had opinions as to the profits we should be permitted to take, whether they were earned or not. And we had opinions as to our inalienable rights; and if the schools were to teach the social sciences, we wanted to have the subjects taught in harmony with all these fixed opinions. In fact, we insisted on it.

We encouraged professors of chemistry to air all the subversive theories which might be suggested by their investigations; and we encouraged their students to prove that their professors were wrong if they could possibly dig up the proof. In physics, we didn't care how much heresy there was, for we had faith in the truth if it could only be discovered; and we knew that the best chance of discovering the truth lay in one's freedom to challenge every ancient formula, no matter how basic it might seem to be.

The results were good.

In the social sciences, however, we did not trust the scientific method. There was no objection, to be sure, to the gathering of facts and figures, providing the conclusions reached could be guaranteed to harmonize with our previously formed conclusions. But there must be nothing subversive. There must be no "heresy."

And the results were not so good. When, in fact, we found it no longer possible to carry on business, none of us could understand what the trouble was. The schools hadn't given us an inkling of what had been happening in economic and social evolution. We hadn't let them.

Well—better late than never. We must discover a way by which children and adults can become as well acquainted, at least, with the present economic and social set-up, as were the folks of the agrarian age with theirs. To say that modern life is too complicated for individuals to grasp is merely begging the question. If it is too complicated for individuals to play a conscious part in it, it is too complicated to be lived; and unless we have a population
generally educated and trained to play such a conscious part, we will not be able to continue in this modern life.

We have individual responsibilities—all of us—whether business men, wage-earners, farmers, or members of the various professions; and we cannot make this modern civilization work unless those individual responsibilities are adequately accepted and discharged. To accept them, however, we must know what they are. Today we do not know. We do not even understand what the social set-up is. Even in these days of the New Deal, in which a great light is beginning to break, the great majority of us are still waiting to see “what the Government will do,” or “what capital will do,” or “what labor will do,” and are unable as yet to see the situation in terms of our own individual responsibilities. This situation must be changed and only education can change it. As to what kind of education, I can see no hope excepting in the kind which has worked so well in the natural sciences—the method of scientific fact-finding.

In our school boards today, can we not at least lay down certain principles for the organization of this necessary education? Granted that no one knows enough to teach the subjects which must be taught, can we not at least agree to take off all restrictions so that teachers and students will be free to learn everything which can be discovered?

I know that my proposal is dangerous. A little knowledge is always dangerous, but that does not constitute a sufficient reason for not acquiring a little knowledge. Chemistry is also dangerous. So is life. The only really safe place seems to be the cemetery; but our civilization, I am convinced, does not want to take that course.

Edward A. Filene

If there is anything in the universe that can't stand discussion, let it crack.—Wendell Phillips.

THE RADIO INTERVIEW-DIALOG

Of all means of getting ideas across by means of words spoken into a microphone for broadcasting, the dialog-interview is perhaps the most effective if it is well done, and the most disappointing if it is not.

Radio “interviews” in the form of dialog between the person interviewed and the announcer are seldom if ever spontaneous, and are usually prepared in advance by a “continuity-writer” who is neither the announcer nor the person interviewed. The announcer has worries of his own without having to think up questions to ask the scores of prominent citizens or learned authorities and others whom he meets for the first time a few minutes before the program “goes on the air” and perhaps never sees again.

The person interviewed might be equally bewildered if suddenly called upon to provide answers to a volley of questions for which he had prepared no answers. There is, in addition, a risk of mistakes, misunderstandings, inaccurate statements, copyrighted quotations and even of inadvertently libellous remarks which might provoke legal difficulties.

The radio dialog-interview differs radically from the printed interview which appears in the newspapers and magazines. In the printed interview, the interviewer submerges his own personality as rapidly as possible. He may, for the sake of “atmosphere,” describe the celebrity’s home surroundings, appearance, manner, etc., but as soon as the lion begins to roar he must roar alone. The only trace of the interviewer appears in the quotation marks, put there as often as not so that the lion may disavow some of his roarings if necessary.

The radio dialog-interview is on a different footing. Though the speaker is invisible, the voice is unmistakably the voice of Esau in person. The industrious continuity-writ-
er who ventures to put words into his mouth must therefore exercise extreme care; and of course give the speaker ample opportunity to revise whatever he is to say.

In preparing a radio interview-dialog with a prominent educator such as we frequently do in the New World program under auspices of California Teachers Association, the first step is to secure the necessary material. This can scarcely be done in direct conversation, as the speakers usually live out of town. As a rule, the person interviewed has a written "talk" of his own preceding the interview. Such talks are usually cast in somewhat general terms. In that case, there is ample material for more detailed discussion of a nature which can readily be cast into interview form.

Some of the best results are obtained when both speech and dialog are prepared by the continuity-writer from a mass of "raw material" supplied by the guest-speaker. In making notes or dictating to a secretary speakers are more informal than in preparing a "talk." In the latter case, they almost invariably have an audience in mind, and that in turn an audience of their peers. The result tends to be an academic, professional talk, admirable for university lecture-hall use, or for use at conventions of teachers, institute meetings, and the like; but of doubtful value as a radio talk addressed to innocent "home-bodies" working at their domestic duties with the radio turned on. The latter will stop listening any time they drop a stitch or smell that pie burning in the oven.

To make a radio program effective for the use of such people, the work must be done so that their attention is constantly being reclaimed by various means: changes from brief talk to music, and back; introduction of new voices; new subjects; new aspects of the topic under discussion.

The contents of the whole program need to be spread over the program as a whole. There must run through the whole program a continuity of thought varied in detail and manner of presentation. Provided the continuity-writer is faithful to his trust, and amplifies without distorting the ideas of the guest-speaker, the program is likely to be more attractive if the whole job is in his hands, including the writing of the "talk" as well as the dialog.

The reason for it is that a psychological problem enters, which is peculiar to radio. The radio listener knows the invisible speaker only by what he says and his manner of saying it. If, then, his talk consists chiefly of learned generalizations, the listener will be apt to think of him as a scholarly academic. Within limits this is a good thing. The dignity of the profession must be maintained—for, say, five minutes out of the thirty! But the speaker must also be presented as a human being: a man or woman who is one with the parents and children with whose lives the teacher is so closely concerned.

For this purpose, the radio-interview is admirable, provided it is prepared with the proper technique. Teachers and college professors as a rule are admirable in the field of exposition. The orderly setting forth of their ideas in dignified terms is their business in life and right well do they do it.

A New World of Fiction

The writing of radio dialog, however, belongs to the realm of fiction and drama. It must be easy and natural, even humorous. The questions should appear sensible, couched in terms bordering on the colloquial. The answers should be written so that the speaker unbends. The academic thesis having been stated, the scholar having defined his terms, he can now afford to be easy and friendly in manner, and plain of speech.

There is nothing more deadly in a radio-interview than the shooting back and forth of prepared questions and answers which do nothing more than elicit facts. Seen on paper such questions and answers seem readable for the excellent reason that they are addressed directly to the reader; the
facts presented are for his eyes to read, his brain to absorb. The insistent demand of his ego to be served is fully satisfied.

On the other hand, listening to a radio speaker and announcer throwing question and answer back and forth in a dry factual way leaves the listener out of reckoning. The most expected of him is that he will please sit quiet and not interrupt. There is no more interest in doing this than there is in waiting patiently in line at the ticket office while the man ahead finds out about trains to Hopetown.

Moreover, both announcer and speaker appear in an unnatural, inhuman light. The announcer is at best a mere Dr. Watson exposing himself to the omniscience of his adored Sherlock Holmes, and Holmes is an academic prig.

To make the dialog interesting, both announcer and speaker need to have character. There should be in their discussion the clash of ideas at least; and perhaps also the clash of personality.

If the announcer asks merely: “Who was Horace Mann?” the speaker is embarked on a flood of biographic detail having little interest. If, however, the question is put in provocative form, the result is very different:

Announcer: Don’t you think, Dr. Holmes, that the reputation of Horace Mann is vastly over-rated?

Dr. Holmes would be less than human if he did not engender a little heat in his reply!

But nevertheless, his reply would make the introduction of some biographical detail imperative. And in the ensuing discussion the listener becomes involved, because his judgment is challenged. His sympathies incline from one to the other until the opinionated Watson is properly crushed by the combined logic and passion of Dr. Holmes.

In addition to the clash of ideas, however, there is also possible in a radio dialog the clash of personality. The announcer may represent an angry taxpayer fighting for his lost three R’s, and Dr. Holmes then symbolizes the cause of modern education, showing how the modern teacher takes the three R’s in his stride.

In either case, the interview takes on some of the characteristics of drama, and is subject to the laws of drama: there must be conflict, rhythm of form, a narrowing down of the issues to a single point for a climactic close in which Saint George effectively triumphs over the Dragon.

The Announcer is Best

The studio presentation of the radio dialog-interview is another important part needing careful prevision by the continuity-writer. In the New World we have experimented at times by having someone other than the announcer do the interviewing: a teacher, a taxpayer, a child, a woman interviewing a man or a man a woman. The result is less satisfactory than having one of the two an announcer, because otherwise both speakers are strangers to the microphone, and therefore under a mutual nervous strain. It is hard at the best of times to read from a script “naturally.” It is even harder in a radio studio and harder still if both speakers are strangers to each other and to their environment. Time for rehearsal is usually very limited, and there is little opportunity to get acquainted.

Moreover, questions of delicacy enter. If two argue, one must win. Dr. Watson may be a spirited combatant, but he must miss the clue and fail in his logic. And his failure must be sufficiently obvious for the radio listener to see it the moment that the victorious Dr. Holmes pounces on it.

One hesitates to ask a stranger, possibly well known in the school world, to play Watson and be Public Idiot No. 1.

An experienced announcer not only reads his own lines naturally, but he imbues the person interviewed with a similar confidence. This is especially so if the questions are at all provocative, rousing his opponent to a spirited reply from an emotional need subconsciously felt. As for being Public
Idiot No. 1, the announcer does not mind. He assumes his wonted authority the moment the interview is over; and in any case he's paid for the job!

Even with an announcer, the stranger to the studio is likely to be somewhat formal in manner. It is therefore the task of the continuity-writer so to shape the course of events as to make the formality appropriate. This can be done by making the announcer somewhat colloquial, or even jocular in manner. He can “kid” the professor, and so bring upon himself a kindly but dignified retort. He can “hesitate” for a word, which the “professor” magnanimously supplies. He may venture an opinion of his own in current speech, which the “professor” may quietly restate in the idiom of the educator. All such effects enable the speaker of the day to emerge triumphantly as a kindly sympathetic character whose final word is the verdict of authority.

Arthur S. Garbett

LIBRARY SERVICE AND COSTS

The motto of the American Library Association for many years has been “The best reading for the largest number at the least cost.” If a president of this association had the power to change mottoes, I should change this motto right now in your presence to read “The best reading for the largest number at a reasonable cost.” Our proverbial taxpayer has a right to expect and to demand and to receive a dollar’s worth of service for a dollar’s worth of tax money, but he has no right to expect, much less to demand, and he ought to be ashamed to accept the services of a librarian with college and library school education at a salary which in many cases would not equal the minimum wages in a cotton factory or a ten-cent store.—Charles H. Compton, President of the American Library Association.

DR. BENJAMIN M. SMITH’S REPORT ON THE PRUSSIAN PRIMARY SCHOOL SYSTEM

(Second Instalment)

These schools, with others of similar character existing before the law was decreed, were placed under the immediate control of the directors and committees above mentioned. It was made their duty to levy the necessary contributions, with aid from the local magistracy; select and prepare plans of instruction, appoint the teachers, and secure the attendance of all children of a proper age to be at school. These local authorities are not paid. Their meetings must be held once in three months, to which they may invite the teacher. A more extended view of their duties is unnecessary, as it is enough to remark that they are the local executives of the government for carrying into operation every law connected with primary schools, of which they receive official advice by means of the authorities above them. They are immediately responsible to these, and in cases of difficulty with either teachers or people, the appeal may go up to the minister through the intermediate inspector, councillor and provincial board.

It was also provided by the law of 1819, that wherever schools existed before, under the management of persons appointed by their founders, or by them and the parish or church authorities with which they were connected, such might remain under their previous constitution. For all dependent on the royal bounty, the control was reserved to the state.

Every effort to raise the necessary funds for each parish and town school was directed to be made, and “their claims must not be postponed to any other whatever;” but if these efforts should not succeed, aid was guaranteed by either the provincial or national governments. Many schools were thus established, which have since exercised an influence on the community so salutary,
that they no longer ask or need governmental assistance. This is an excellent commentary on the benefits of the system.

Having thus noticed the mode in which schools are established, let us now advert to those regulations which provide the necessary means for their complete organization.

1. SCHOOL-HOUSES.

As a general rule, every school must have a building specially appropriated to it; when necessary to hire a house, it must if possible be isolated. It is essential to a school-house, that its location be healthy, rooms of sufficient size, airy and warm, and that it be kept neat, and in good repair. It must contain accommodations for the head teacher and his family; attached to it must be a garden, cultivated for the benefit of the teacher, and sometimes used as a means for instructing the children in the first principles of botany, and the art of agriculture. Besides this, there is often a mechanic's shop and bathing place, to teach the primary elements of some trades, and promote health and cleanliness.

The school-houses are furnished with apparatus according to the liberality and ability of the parish. Besides certain indispensable furniture, as blackboards, both plain for arithmetic and drawings, and ruled for writing and music, benches for seats, with writing benches attached to the back of each, and serving for the seat behind it, and the teacher's platform, desk and chair, there are often provided, maps, globes, geographical and mathematical instruments, geometrical figures, both planes and solids, the latter of wood or shaded drawings on cards, collections for the study of natural history, and models for painting, drawing, writing and music; small libraries are furnished to many schools. In short, in the construction of school-houses, the greatest care is taken to render them comfortable and pleasant, to promote the health and secure the interest and love of the children. Attention is bestowed on the most minute arrangements with this view. Instead of placing a lively boy on a high knotty backless bench, with his legs dangling like a pendulum, his back bent to a curve, and his chin resting on the edge of a soiled dog-eared spelling book, till it comes his "turn to read," the child is comfortably seated in a room equably warmed, and the effort is made to add as few obstacles as possible to the natural repugnance of youth to confinement and books. It is no wonder, if children become lazy, petulant and restless in the predicament alluded to; and still less, that the rude box or severe whipping for the irrepressible efforts they make to relieve their unpleasant situation, should, by and by, dull the sensibilities, and produce an invincible repugnance to books and schools, and a precocious adeptness in arts of sly cunning or roguery, and developments of hardened impudence and insubordination.

The expense of erecting these houses and furnishing them, is borne by the parishes where they are located, and hence, a great variety of character exists, proportioned to the means possessed. The extreme poverty of the people often occasions a radical defect in the construction of school rooms, that of making them too small. I cannot doubt that much evil to the health has resulted from this. The provincial governments are charged to procure and disseminate throughout the provinces the best plans for school-houses, and considerable improvement has already taken place in the size of the rooms.

2. OF TEACHERS.

From the law of 1819, which, with my personal observations, forms the principal source of my information on primary schools, I make the following extract: "A schoolmaster, to be worthy of his vocation, must be pious, discreet and deeply impressed with the dignity and sacredness of his calling. He should be thoroughly acquainted with the duties peculiar to the grade of primary instruction, in which he desires to be employed; he should possess the art of communicating knowledge, with
that of moulding the minds of children; he should be unshaken in his loyalty to the state, conscientious in the duties of his office, friendly and judicious in his intercourse with the parents of his pupils, and with his fellow-citizens generally, and he should strive to inspire them with a lively interest in the school, and secure to it their favour and support."

To prepare teachers for answering such requisitions, is the object of the teachers' seminaries, of which you will find an account below.

Every applicant for a teacher's place is subjected to examination and probation on the following plan: A committee of examination, consisting of two lay and two clerical members is triennially appointed, whose duty it is to examine all candidates for the office of teacher in the common schools, in a certain district. Since the establishment of teachers' seminaries such a committee is connected with each of them. The notice of the meetings of this committee are published in the provincial official gazettes. The clerical members conduct the examination on moral and religious character, and religious attainments. As these committees are appointed by the provincial government, the highest ecclesiastical authority of the province, if protestant, and the bishop of the diocese, if catholic, nominating the clerical members, they are directly responsible to the minister of public instruction. Such young men as sustain an examination, receive certificates signed by the committee, and if a graduate of a teacher's seminary, by the teachers of that institution. These certificates are of three grades, excellent, good and sufficient; and, moreover, define positively the bearer's fitness, whether for a town or village school. The name of the candidate is then entered on a list, copies of which are semi-annually published, for the information of the school directors and committees. Should the young man not be sustained, he may yet be permitted to occupy a lower station in a school as an assistant, be put off, or finally rejected on the spot, according to the degree and nature of his deficiency.

Any one whose name appears on these lists may be appointed. The appointing power rests with the school directors or committees, when the parish or towns support the schools by their unaided resources, with the founders or their trustees, when the school may have been established by private endowment and with the provincial government, when supported wholly by the royal treasury. In every case the brevet or testimonial of appointment, stating the duties of the station and its stipulated emolument, must be ratified by the provincial boards, and minute regulations are made, to secure regularity and an intelligent attention to the business. To dignify the station the teachers are publicly installed, by taking oath to perform their duties faithfully, and a presentation to the pupils, patrons and directors of the school, the municipal authorities, and often to more considerable bodies. They hold their places for life, unless promoted or disgraced and expelled. They are therefore placed under a most vigilant oversight, and subject to admonition, reproof or expulsion. Accusations may be brought against them, for derelictions in official duty, before the school authorities, who constitute a special court of justice in the case. Their decisions are subject to review and confirmation, or repeal, by the provincial authorities, lest local feuds or personal prejudices might procure injustice or oppression. Should the teacher be guilty of crimes for which he is amenable to the civil authority, his condemnation by that, is a virtual expulsion from office.

On the other hand, merit in the performance of his duties, however humble his station, rarely goes unrewarded. Complete lists of all appointments are annually transmitted to the minister, with statements of the income of each teacher, and the meritorious are designated, so that they may be promoted on the occurrence of vacancies,
or, as is often the case, receive other marks of special notice and favour. Diligence and propriety of conduct are often rewarded by permission to travel at the expense of government, in order to derive improvement in their business, by inspecting the institutions of other countries. Others, whose opportunities have been slender, are sent to some teachers’ seminary for one or two years, and others again are allowed additional salaries. Whatever might tend to lessen the dignity of the teacher in the eyes of the pupils or community, is strictly forbidden. He may not collect fees and gifts from door to door, as was formerly the case, nor engage in any employment of a dirty character, as the more laborious and servile occupations of a farmer’s life. Nor can he follow any pursuit calculated to impede or impair his usefulness as a teacher, such as holding any office about a church, or other place which makes too great demands on his time and attention. For similar reasons, the teachers are exempted from serving in the army in time of peace, to that extent which is required of other citizens. In short, no measure is left unused to invest the office and character of the teacher with that dignity and importance, which are often denied them, but which they intrinsically merit everywhere. One additional item may be here inserted, that the government everywhere encourages the formation of teachers’ associations for mutual consultation and improvement.

From a table now before me, I take the maximum and minimum, and averages of salaries allowed teachers of primary schools in towns and villages.

Those in the former or middle (citizens’) schools, receive from thirty-five to eight hundred and forty dollars annually: those in the latter, from seven to three hundred and fifty. The average of the former, in the several regencies, ranges from seventy-one to four hundred and thirty-five dollars annually; of the latter, from twenty-one to one hundred and six. The averages for the whole kingdom are, for schoolmasters in towns, a hundred and fifty dollars annually, and in the village schools, sixty. These averages are based on the returns for 1821. But decided improvements have been since made, and the average for the latter, is now nearly eighty dollars, and for the former, a hundred and seventy. Indeed, but few masters of schools may be considered as penuriously supported; and the minimum salaries here noticed pertain generally to assistants and those females who, perhaps, as daughters or wives of the head teachers, are not entirely dependent. It must also be added, that in addition to these salaries, the head teachers are furnished with a house and two acres of land, and if bad, more for a garden and other purposes connected with a domestic establishment. They are moreover exempted from certain parochial taxes and charges, and from military service to a great extent in time of peace, and above all, at their death their widows and children are comfortably provided for; or should they outlive their ability to be useful, the feebleness and decrepitude of age are humanely remembered, and they are not permitted to want.

But after all, these salaries are not so small for Prussia, however they may appear to us. Provisions are absolutely cheaper than with us, and the advantages arising from a great advance in the arts and conveniences connected with domestic economy, reduce the price of living to a rate almost incredible. Wealth too, is a comparative term, and the poorest schoolmaster is often more independent than many of his patrons. The variations in the salaries of villages and towns need no explanation.

Tuition fees are included in these salaries, though in many cases they form a bare trifle, in others, are exceedingly moderate, and seldom exceed 25 cents monthly, even in towns. In particular cases they may be remitted entirely, though this is discouraged on the principle that “we value most, that for which we pay.” Hence, in many cases, it is fixed at about 2½ cents a month.
Obligations of Parents and Guardians, and means used to enforce them. Provisions for Poor Children.

The energy and efficiency of the Prussian school system, are in nothing so conspicuous as in those laws which oblige parents and others to send their children to school. Acting here, rather the part of narrator, it is not necessary to offer an opinion on the propriety of the law, from which I take the following extract: "Parents or those on whom children are dependent, (and under this head are comprehended masters and manufacturers who have children as servants or apprentices at an age when they should go to school,) shall be bound to give them a suitable education, from their seventh year to their fourteenth, inclusive. Parents or others who do not send their children, or those entrusted to their care, to a public school, must point out to the municipal authorities, or school committees, whenever required, what means they provide for the education of such children.”

This law proceeds to provide with great minuteness for securing the most exact fulfilment of its requisitions, specifying the means by which delinquents are to be forced to compliance, or in what cases a compliance with the spirit of the law will release from obligation to comply with the letter. The school hours are so arranged that children are permitted to engage during some portions of each day in such domestic or other work, as their parents or others to whom they are subject, may need or require. No excuse is suffered to arise from want of books or clothing. Every clergyman is directed to exhort the people to an attention to the duty. Teachers must keep accurate lists of the daily attendance of each pupil. At the opening of each session in the spring and fall, the school directors prepare a list exhibiting the name and occupation of the families to which all the children of the parish, from the ages of seven to fourteen belong, the names of the children, day, month and year, of each one’s birth; the year and month when each was old enough to be at school, how long a time each must yet remain, and the time when any one may have left, with the reasons for such absence. The school directors require of the teacher a monthly report of absentees, how long and why they were absent. The comparison of these monthly lists with their own, furnish data, by which they can carry out the execution of the law. These lists are preserved and often form important documents in the investigation of character.

The measures directed to be used in order to enforce a compliance with the law quoted above, are extremely rigorous. The illness of the child testified by the clergyman and physician, the absence of the parent or master, occasioning that of the child, or want of clothing when it appears that its supply has been neglected, are the only valid excuses, for a child’s non-attendance in school. When it is discovered, therefore, that inexcusable cases of absence exist, if punctuality be not secured by the admonition of the clergyman, and the remonstrances of the school directors, the child is taken to school by a police officer, and the parents are fined proportionably to their neglect; for the first week’s absence 3 cents; for the second 35; for the third 50; for the fourth 75; and if still delinquent, a fine of 20 dollars or more is imposed. If the parent or master be poor, he is imprisoned as a last resort, compelled to work for the parish, and the child is placed under a special guardian. These regulations certainly savor of a military despotism. But justice requires the statement, that the system of which they form a part, was not imposed on the people until proper means had been used to prepare them for it. These means succeeded most admirably, and even in the Rhine provinces, where the people were accustomed to less arbitrariness, by conciliatory measures, the law was permitted to take full effect in 1825-7 only, six or seven
years after its passage. Indeed I have been often assured, and that by men otherwise opposed to the government, that few cases of compulsion ever occurred. And such are the statements of others, who enjoyed better facilities for knowing the state of things in the kingdom. The intelligence and good sense of the higher and middle classes of society, appreciated the benefits likely to result from such a law, and opposition from others was useless.

The arbitrary requisitions of this law, are fully equaled by the benevolence of its provisions for the poor, to whom every encouragement is held out, which may induce their compliance. Books and even clothes are furnished the truly indigent, and the schools are closed, during those seasons, when villagers most need the aid of their children or apprentices. To such as are not indigent, yet in untoward circumstances, great indulgence is to be used as to the payment of tuition fees, and parts of them may be remitted: in such cases, however, the teacher's salary is not to be diminished.


The children thus collected for the primary schools, commence their course with the seventh, and close it with the fourteenth year. Children of precocious minds, may be admitted at a younger age, on the permission of the school directors and teacher; and those desiring to leave before the expiration of the period fixed by law, can do so, on sustaining the required examination. The maximum number of scholars for an elementary school with one teacher, is a hundred. This number is by no means too great, when we remember, that there is not a difference of more than eight years in the ages of the oldest and youngest, and that by means of the larger scholars, all necessary monitorial aid is to be procured. When the number exceeds this, as it does in the more populous villages, an assistant must be employed. Taking the whole kingdom as a subject of calculation, there are 90 scholars for every 590 inhabitants, and one school for the same. The average number of pupils to a teacher, is 76.7. I here speak of the first grade of primary instruction. In towns, where the second grade exists, already referred to, under the name of middle or citizens' schools, the proportion of teachers to pupils is much greater, being one to thirty-five. The average number of pupils to each school, is one hundred and twenty-three. As a general remark respecting all grades of instruction, it may be stated, that more teachers are assigned to a given number of pupils, as the pupils advance in attainment.

Some regulations of a general character, may be properly noticed, before proceeding to detail the mode and subjects of the instruction of primary schools.

According to the law, already quoted, "The first vocation of every school, is to train up the young in such a manner, as to implant in their minds, a knowledge of the relation of man to God, and at the same time, excite and foster, both the will and strength to govern their lives after the spirit and precepts of Christianity."

The aim of primary instruction is declared to be, "the development of the faculties of the soul, the reason, the senses and the bodily strength. It shall comprehend religion and morals, the knowledge of size and numbers, of nature and man; corporeal exercises, in singing, and imitation of form by drawing and writing." Proper efforts are enjoined, to infuse into the pupils, a religious and national spirit, and inspire them with obedience to the laws, love of good order and sound morality; the teachers are to exercise a parental spirit and watch over their pupils, as well at their sports, as in the school room. In boarding schools the whole parental authority is delegated to the teacher.

Discipline is to be based on the principle, that "no kind of punishment calculated to
weaken the sentiments of honour, is permitted; and corporeal punishment when absolutely needed, shall be devoid of cruelty, and neither injure the health or modesty of the pupil." Expulsion from school is a last resort, and attended by such solemnities, as to invest it with the greatest terror to evil doers. In truth, such is the strictness of family government, such the subordination of youth to age, and such the profound respect for teachers, that much of the work of discipline is happily superseded. Punctual attendance on school is rigidly enforced. During the hour of instruction, the most complete order is required, and as a material help to secure this, at every hour there is a change of the subject or teacher, affording a few minutes agreeable relaxation.

It is expected of parents and guardians to render all possible aid to the teacher in his disciplinary efforts. They are never to interfere with his authority, but in all cases of dissatisfaction, appeal to the school authorities for redress.

According to the principle above quoted, corporeal punishment is seldom resorted to, and in some places, even when applied after other means have failed to produce industry or good order, it is of a very slight character, being restricted to four strokes of a whip. The moral feelings, sense of honour and shame, desire of approbation, and love for the teacher and parents, are often successfully appealed to, and the constant recurrence of lessons in the Bible, enables the teachers to bring religious influence to their aid. Rewards and premiums, tickets of merit, and the reports, which it is incumbent on the teachers to furnish the parents from time to time, together with the public examinations, form important aids. Every effort is made to do away with corporeal punishment entirely, but it has hitherto been found impossible to banish it altogether from the primary schools. It is necessary, as is expulsion, to be kept as a last resort. In Baden, the teacher is not allowed to strike a scholar without first obtaining permission from the school inspector.

The authority of the teacher extends over the pupil out of school, and where large schools exist and several teachers, one of them must be with the children at their sports. The strict regulations obliging parents to send their children to school punctually, enable the teacher to preserve great regularity and order.

The schools are generally open during the whole year, with exceptions of two vacations, about one month each, occurring at Easter and Michaelmas, and, in the country, or small towns in agricultural regions, a recess during the period of greatest need for labour in the fields. Nine months annually is perhaps a fair average. A few days vacation at Christmas is of course to be supposed.

This is the proper place to explain more fully the distinction between elementary and middle (or citizens') schools, which have been mentioned, as included in primary instruction. The latter may include the former. In towns there is more wealth, or rather independence, and the same is true of the cities. Hence the people can afford their children more extended advantages. The children are less interrupted by labour and can enjoy the privileges of the school for a longer period annually. The course of instruction is therefore somewhat extended. Latin, I believe, is the only additional item, though many others, common by name to both grades, are in the middle schools, pursued farther—such are the German language, political economy, history, geography and natural science. The poverty of the villagers, on the other hand, and the interruptions to which their children are subject, renders a curtailment of the amount of instruction necessary. Except in the very poorest, the subjects of instruction are the same as in the middle schools, omitting Latin. The curtailment alluded to, only takes place in the more scientific branches, the indispensable portions, reading, writing,
arithmetic, singing and religion, belonging to the very poorest and smallest, and the others modified as to the amount of instruction, according to the ability of the teachers, time and progress of the pupils.

Boys and girls are separated in such elementary schools as can afford a sufficient number of teachers, but in the middle schools always. In the former they sometimes occupy the same room, seated apart, in the latter different rooms, and often different buildings.

The government organization, means of support, and internal arrangements, other than those above mentioned, are the same for both grades of schools.

The instruction given in primary schools now demands attention. There are four classes ordinarily, each of which is assigned a course of two years. Every pupil is obliged to pursue the whole course of study, unless special permission of exemption be given by the school authorities.

Gymnastic exercises and some useful manual labour, are connected with many schools, for the boys—and instruction in the arts of household industry, peculiar to their sex, is given the girls. The number of school hours in the two higher classes, is generally six or seven daily, and in the two lower, four or five. Omitting afternoons of Saturday and Wednesday, this gives from twenty to thirty-two hours weekly for the various classes. The books are selected by the teacher and school authorities of the place.

In a conspicuous part of every school room is placed a large sheet, containing a schedule of the studies to be pursued weekly, assigning every hour of the week its particular business. Thus every scholar knows at every hour what is before him. I here give a specimen of such a schedule, copied from one before me; selecting at random, I take that part for the morning between 8 and 9 o'clock, and that for the afternoon between 2 and 3:

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<th>Hours</th>
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<td>IV. Religion.</td>
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<td>I. Arithmetic.</td>
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<td>III. Reading.</td>
<td>Arithmetic.</td>
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<td></td>
<td>IV. Writing.</td>
<td>Writing.</td>
<td></td>
<td>Singing.</td>
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The classes are denoted by the figures I, II, III, IV, the first denoting the most advanced. This is merely a specimen of the mode of arranging study, and is by no means to be considered a model of the proportionate attention bestowed on the respective branches.

It is considered best to make frequent changes in the subject of study, so as to interest and enliven the mind by variety. But such is the regularity and punctuality of the pupils, the zeal, industry and diligence of the teachers, the perfect method preserved, and the habits of accuracy, and completing each hour's work in its season, that no evil results from the plan. Some branches are continued in a greater or less degree throughout the course. Such are those of singing, writing and religion. The uniformity of age, which exists in the several classes promotes the adoption of systematic plans, and enables the teacher to adapt his instructions to every member of a class, without stretching one mind, in order to fill the compass of another. In those schools which have but one teacher, recitations, of course must be shorter, and seldom more than two classes on different subjects, recite in the same hour. The schedule
above, is taken from that of a school in which there were teachers (including assistants) for each class. Modifications according to the size of schools, number of teachers, &c. can be easily imagined, and it is useless to trouble you with farther details on this topic. I give below an "outline of instruction," which, of course, is subject to variation by causes already alluded to.

I resided mostly in Halle, while in Prussia, a city celebrated for the location of the orphan house, established by Francke in 1694-8. This institution has gradually increased in size, and now besides the orphans who are entirely supported by charitable contributions, there are about 2000 children of both sexes and various ages, enjoying tuition in four different schools, which are only united, by being under the same local government, and conducted in the same buildings. These are, 1st. a Latin school founded in connexion with the original institution. 2. A royal gymnasium. 3. A high school for young ladies. 4. A German school, comprising two departments, one on the usual plan of primary schools, containing 5 or 600 pupils, the other, with 900 or 1000 who are educated gratis, being the children of the indigent. In connexion with this, is a separate school for the instruction of children, in those things which pertain more specially to the business of life. By frequent visits to this establishment, I had an opportunity of witnessing the course of study prescribed for the various schools in actual operation. From notes made on the spot, and the observations of others, under similar circumstances, particularly Professor Stowe of Cincinnati,* I now present you an outline of the instruction of primary schools.

(To be continued)

*Report to the legislature of Ohio, 1837.

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**AMERICAN EDUCATION WEEK 1935**

The fifteenth annual American Education Week will be observed November 11-17, 1935. Sponsored by the National Education Association, the United States Office of Education, and the American Legion, this annual celebration is now one of the most widely observed special occasions in the United States. Forty governors issued American Education Week proclamations last year, calling upon citizens to visit the schools and take part in American Education Week exercises. Every one of these proclamations is a tribute to the economic and social value of education. Taken as a whole, they constitute the most significant official expression ever made of the state's duty to the schools, and of the school's obligation to advance the high purposes of the state.

*Ten million adult citizens in the schools* is the goal for 1935—a conservative enough figure; for last year in New York City alone more than half a million parents and other citizens visited the schools during the seven-day observance.

The following topics for the day-by-day discussions are suggested:

**Monday, November 11—The School and the Citizen.**

This program will be in keeping with the spirit of Armistice Day, the American Legion taking the lead in the principal ceremonies. Pay tribute not only to those who served their country in war, but also to those who have performed duties of citizenship in an outstanding way in times of peace. Dedicate this day to the citizen as an individual, with emphasis upon the personal traits of courage, loyalty, and concern for the great issues that our nation faces.

**Tuesday, November 12—The School and the State.**

Plan the program for this day in cooperation with the officers of your state ed-
ucation association. Make its chief purpose informing the public on the progress and the needs of the schools in your state. Compare the costs of education with those of the other functions of state government. Familiarize the people of your community with new school legislation sponsored by your state education association. Discuss needed tax revisions. Compare recent achievements of other states with your own.

**Wednesday, November 13—The School and the Nation.**

Familiarize the community with steps taken recently by the federal government to grant emergency financial aid to education. Discuss the historic policy and increasing need of permanent federal aid on a basis that will guarantee the children of every state at least the minimum preparation for citizenship.

Discuss education as a potential force in American life. What part shall the schools play in social change? How can the schools of your community contribute more effectively to the progress which is being made economically and socially? What adaptations in the present organization and curriculum of the schools are needed? Write to the Department of Superintendence of the NEA for the yearbook, Social Change and Education, as a basis for these discussions, which may be of the jury-panel type.

**Friday, November 15—The School and Country Life.**

For many years the economically more favored city workers have sought refuge from crowded centers in suburban areas where they might indulge their love of good air, sunshine, and natural surroundings. The present-day demand for balanced production is bringing about further relocation of city families. Not only farm people but urban dwellers as well have a vital interest in the educational development of rural communities. Show the inequality of educational opportunity that exists in general between children and adults of city and country. What steps have been taken, and what ones are still needed to equalize these differences?

**Saturday, November 16—The School and Recreation.**

Rest and recreation are among the sweetest fruits of toil. Mankind longs to play. Increased leisure makes play possible. Over-specialization turns it into amusement. Neglect permits it to drift into crime. Emphasize the responsibility of the school to give every child recreational skills that will make wholesome play a delight throughout life. Make school play facilities available to adults. Ask the American Legion to help promote a “field day,” which includes opportunity for young and old to engage in sports.

**Sunday, November 17—Education and the Good Life.**

While the attention of many leaders is forced by circumstances to the economic and material aspects of existence, the life of the spirit and of religion especially needs rekindling. The church and the home and the school have a common obligation to help re-establish the morale of millions beaten on every hand by discouragement and failure. Show how that obligation is being met in your community. Emphasize on this day the part which the church plays in the education both of young people and adults.

Each community will adapt the theme and topics of American Education Week to its own particular needs, engaging the cooperation of whatever local organizations and groups seem most appropriate. Early planning is important. Appoint a general American Education Week committee now.

For further suggestions write to the NEA, 1201 16th St., N. W., Washington, D. C.
EDUCATIONAL COMMENT

PWA ALLOTMENTS FOR EDUCATION

PWA allotments for non-Federal educational institutions up to August 1, 1935, totaled 349 completed projects, of which 21 were in Virginia. The estimated cost of these Virginia projects was $1,458,634, the Federal allotment being $514,770.

Projects under construction on the same date totaled 423, of which 22 were in Virginia. The estimated cost of the Virginia projects is $5,176,948 and the Federal allotment is $4,116,200.

Of the 772 PWA projects either completed or still under construction throughout the nation on August 1, considerably more than half (513) have been elementary school buildings, and 114 have been high school buildings.

TWO STORIES ABOUT PENSIONS

The Chicago Herald-Examiner of August 8 had in adjoining columns on page 3 of the downstate edition two stories about pensions. The one in column five told about a suit being filed by two teachers aged 68 years, applying for an order by the court to restrain the board of education from enforcing the law providing for compulsory retirement of all Chicago teachers at age 65 on the emeritus pension which had just been reduced by Senate Bill No. 528 from $1,500 a year to $500 a year.

The story in column four entitled "Insull to Rest with Pension of $21,000 a Year," contained this paragraph:

Completely vindicated of all criminal charges in connection with the collapse of his utility empire, his pensions of $21,000 restored, with a down payment of $33,000 to make up for lost time, the former magnate was at peace with the world.

We happen to know that many teachers, as well as others, lost almost all their savings by the "collapse of the Insull Empire." But instead of a down payment of $33,000 and a pension of $21,000 a year, teachers had their emeritus pension reduced from $1,500 to $500 a year, and the regular pension was increased by such a small amount that the total is less than one-tenth of $21,000.

Someone will say: "But Mr. Insull's pension of many thousands is not paid by taxation but by the utility companies."

But where do the utility companies get the money to pay the pension? Answer: They are selling certain necessities to the public, and are therefore usually called "public utilities." Therefore, the public will pay in the charges made on them by the public utilities the money with which the public utilities pay the Insull pension. In other words, the public utilities, without legislative sanction, are levying a sales tax on the public to pay a large pension to a man whose "utility empire," based upon a wild dream, collapsed and impoverished untold numbers of the people composing the public.

We have no grudge against Mr. Insull in particular. But we do hate a system that gives tremendously greater financial rewards for wrecking the finances of the people than for educating them so they may the better manage their financial...
affairs, or a system that permits the levying of taxes to build up private fortunes and bitterly opposes taxes to pay fair wages for real social service.—R. C. Moore, in the Illinois Teacher.

NEW LIBRARY SERVICE

An important development in the small library field is the new *Abridged Readers' Guide to Periodical Literature*, published by the H. W. Wilson Co., New York. The unabridged *Readers' Guide* provides an author and subject index to the contents of 100 leading reference periodicals. It has been for 30 years the veritable "bible" of thousands of librarians the country over.

But small libraries, taking only a few periodicals, do not need an index to 100 periodicals. Nor are they, in many cases, financially able to pay the minimum price of $7.00 which the scope of the indexing made it necessary to charge.

The *Abridged Readers' Guide* is limited to 23 magazines and is sold on the well-known "service basis" plan, with a minimum of $2.25, thus placing it within the reach of every library, no matter how small.


OUR INTERDEPENDENCE

The present emergency has done much to teach the American people that all their institutions are interrelated. There has been some disposition in times past to think of schools as detached institutions. Leaders in commercial, industrial, and political life have seldom considered it to be important for them to spend time and energy in improving schools. School people have too often looked upon business and politics as subjects entirely outside the circle of their interests. The economic crisis has made us all aware in a new and vivid way that schools are a part of the general social order and that the curriculums of schools and their methods of dealing with pupils are largely determined by the conditions of life outside the schools.—C. H. Judd.

Perhaps no two great teachers have ever used precisely the same method or have followed the same procedure in the arrangement and carrying forward of their work. Some of the most inspiring teachers of English literature whom the American colleges have known were in the habit of reading to their classes, with proper emphasis and understanding, Shakespeare or Milton or Spenser, and thereby inspired their students to a lifelong reading of these classic writers and others of almost equal importance. A few well-known teachers of physics and of chemistry stirred their students by making before them certain fundamental and easily understood experiments and giving to these such interpretation as would make them fit easily and permanently into the fabric of the student's knowledge.

—Nicholas Murray Butler

The secret of being miserable is to have leisure to bother about whether you are happy or not.—George Bernard Shaw.
Progressive teachers will find dependable advice in these estimates on current film releases.

Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.

ANNAPOlis FAREWELL (Sir Guy Standing, Tom Brown) (Para) Sincere, well acted story of Annapolis life, centered around a very wrong-headed midshipman and rare old retired Commander, with fine emphasis on best naval traditions. Patriotic, appealing, very sentimental, but gripping even to theatrical climax. 9-17-35

(A) Very gd. of kind (Y) Extnt. (C) Gd. if not too sad

BRight LIGHTS (Joe E. Brown) (Warner) Small-town vaudeville team, man and wife, almost estranged by his sudden rise to star on Broadway with madcap heiress as partner but, disillusioned, he rushes back to wife. Character interest slight. Brown's slapstick antics replace plot. 10-8-35

(A) Good of kind (Y) Amusing (C) Funny

CALLOF THE WILD (Clark Gable, Loretta Young) (UA) Thrilling Alaskan melodrama, adapted from Jack London, of violent peril and adventure in search of gold, ably acted, amid gorgeous Arctic scenery, with real comedy and human appeal, and strong triangle love-interest of usual Gable type. 7-30-35

(A) Good of kind (Y) Mature (C) No


(A) Good of kind (Y) Unwholesome (C) No

DARK ANGEL, THE (March, Marshall, Merle Oberon) (U.A.) The well known post-war play on a movie lot, made up of usual ingredients—hero in love with heroine, jealous financial backer, high-powered publicity man, etc. Slight plot prolonged by spectacular dance ensemble and overdone comedy. 9-24-35

(A) Thin (Y) Fair (C) No interest

DON QUIXOTE (Feodor Chaliapin, George Robey) (MGM) Highly artistic screening of Cervantes' great character, wistful, tragic, true. Finely acted, set, directed. Accurate in detail, with tempo and atmosphere of the period. A joy to all who know their Don Quixote. 10-1-35

(A) Excel. (Y) Mat. but good (C) Beyond them

ESCAPADE (Wm. Powell, Luise Rainer) (MGM) Clever, well-sustained Viennese costume comedy from German original, presenting sophisticated romance and intrigue without offense. Among fine cast, new Viennese actress, Rainer, does outstanding role. Done in exactly right spirit and tempo. 7-30-35

(A) Fine of kind (Y) Mature (C) No interest

GAY DECEPTION, THE (Francis Lederer, Frances Dee) (Fox) Improbable, romantic whimsy about naive country girl winning $5,000 in lottery and going cityward to spend it. An insensitive Prince, as bell-hop, elevator boy, etc., trails her faithfully, carries her triumphantly through social embarrassments. Lederer very engaging. 10-1-35

(A) Very gd. of kind (Y) Very amusing. (C) Gd.

GOOSE AND THE GANDER, THE (Kay Francis, Geo. Brent) (Warner) Sophisticated farce. Heroine is ex-wife plotting revenge on husband-snaehing vamp, starting new affair with bachelor-hero. Hilarious, but involved situations, ending in romance for bachelor and heroine and return of flirt to her ineffectual husband. 9-24-35

(A) Amusing (Y) By no means (C) No

HARMONY LANE (D. Montgomery, Evelyn Venable) (Mascot) Artistic, credible, moving story of romance, drama and tragedy of Stephen Foster's life, with charming setting and background of his much-loved melodies. Title role, and one or two others, outstanding in finely acted whole. 10-8-35

(A) Excellent (Y) Excellent (C) Mature

HERE'S TO ROMANCE (G. Tobin, Nino Martini) (Fox) Rich playboy finances blonde dancer in Paris, his wife does same for young singer. Their "art interest" fades when proteges fall in love. Fine music, Martini's notable singing, and Schuman-Heink's minor role deserve better story. 10-8-35

(A) Fairly good (Y) Perhaps (C) Little interest

REDHEADS ON PARADE (John Boles, Dixie Lee) (Fox) Light, frothy bit about what happens backstage on a movie lot, made up of usual ingredients—hero in love with heroine, jealous financial backer, high-powered publicity man, etc. Slight plot prolonged by spectacular dance ensemble and overdone comedy. 9-24-35

(A) Thin (Y) Fair (C) No interest

RED SALUTE (Barbara Stanwyck, R. Young) (Reliance) Father-flouting heroine and conceited kid waitress accidentally prevents bank robbery and becomes national heroine through efforts of high-pressure promoter, leading women in war against crime and even reforming gangsters who kidnap her. Exaggerated burlesque stuff. 9-24-35

(A) Absurd (Y) Prob. funny (C) Undesirable

WE'RE IN THE MONEY (Joan Blondell, Glenda Farrell) (Warner) Mere series of episodes showing how a pair of slingy gold-diggers work a profitable racket delivering summonses to breach-of-promise victims. Cheap in dialog, action and character. Ending proves one can't be too cheap to succeed. 8-27-35

(A) Stupid (Y) No (C) No
THE READING TABLE


This book on the technique of the theatre, by three teachers of dramatics, working under widely varying conditions in three different secondary schools, would make an interesting addition to the library of any director of dramatics. Written primarily for use in secondary schools, its thorough discussion of the principles of acting indicates profitable use in colleges and little theatre groups. Since its major stress is on the problems of acting, this book admirably supplements Milton Smith's The Book of Play Production, which emphasizes the problems of staging.

Behind the Footlights is divided into three parts, of which the second is by far the most interesting and significant: 1. Background for the Appreciation of Plays; 2. Developing the Techniques Involved in Acting; 3. Preparing for the Production. Most of the material of Parts One and Three is more satisfactorily treated in other books, but the second part, intelligently illustrated, written simply and clearly, is as good a handbook on acting as may be found anywhere. The illustrations throughout the book, though not always well-chosen, are in the main very helpful. A rather arbitrary bibliography of books about the theatre, play lists, and directories of theatrical supply companies is also included.

Argus Tresidder


This is a comprehensive review of the major social and economic problems affecting education today. Such are, perhaps, of special significance, because they deal with what is probably the most important and basic influence in the educational program. The Committee makes suggestions, helpful in securing adjustments to these almost too rapid changes; however, it offers no claim to the Yearbook's being a curriculum in social studies. The fact that each chapter is signed indicates that there are divergent opinions among the Committee—a situation that provides food for discussion as well as for further thought and investigation. After all, as it points out, the need is not necessarily educating to meet these identical problems, but so educating in flexibility and accuracy of thinking as to develop poise and efficiency, whatever the problem and whatever the change. "Educators must be students of the processes of child learning."

The book sets forth interpretations of social, economic, political, and educational organization from conflicting viewpoints: self-interest, group welfare, and the complementary need of the one for the other—radical, conservative, liberal, or a combination of all. And then invites its readers to decide which! It, likewise, offers three interpretations of the ten social trends which it designates.

One is interested in the new American philosophy of education suggested, in which the author states that "for the educational statesman, faced with a social crisis, philosophizing is not a luxury; it is a professional necessity." Too, one is interested in the implications these social and economic changes have upon education in general and upon the specific aspects, such as the young child, the youth, the adult, and the teacher. In truth, the volume is so full of professional meat that no progressive leader or teacher can afford to leave it unread.

Bessie J. Lanier


The purpose of this volume is to present the nature of and suggest answers to such
problems as grow out of the task of administering home rooms, clubs, and assemblies in junior and senior high schools. The authors believe that these three units of high school activities determine to a large extent the success of other extra-class activities and the morale of the school.

It recognizes the fact that in most schools the responsibility for such activities is placed upon teachers who already have full programs and who have not had special training for such activities. Its suggestions, therefore, are practical and call for a minimum of the teacher's time.

C. P. Shorts


Redirecting Education, Vol. I, was devoted to the situation and outlook of education in the United States. Volume II considers the social objectives of education in Germany, England, France, Soviet Russia, Italy, Denmark, and Canada. It outlines clearly the influences upon education of the political ideals of Communism and Fascism in Russia and Italy respectively. In Germany the effect of political changes on German education is considered, with a contrast of Republican and Nazi objectives and a study of vocational education under the Third Reich.

It is fascinating reading to anyone interested in comparative education.

C. P. Shorts

New World of Chemistry. By Bernard Jaffe, Chairman, Department of Physical Sciences, Bushwick High School, New York City, New York: Silver Burdett and Company. 1935. 596 pp. $1.80.

A recent publication of a usable high school text in chemistry, its three outstanding features are: interesting historical introduction to the discoveries in chemistry; an early introduction of the value of mathematics in practical chemistry; and many actual photographs of chemical plants, equipment, and natural deposits of minerals, etc.

Reference and additional reading citations at the end of each chapter are well chosen, and consist mainly of semi-technical publications, the contents of which can be readily understood by the immature student of chemistry.

H. G. Pickett


This work is available in two formats. One is arranged for the detachment of worksheets to be handed in by students after completion. The other, the non-consumable edition, has the usual cloth binding and a smaller page. The units contained in the workbook are comprehensive and cover the usual scope of general chemistry for secondary school.

Observations, questions, supplementary exercises and conclusions are, for the most part, of the completion type.

H. G. Pickett


This text begins at the beginning, takes nothing for granted, in subject matter or drawings. It is clearly and simply written and planned in proper continuity of thought: the problem is studied, then drawn, then applied. Especially do I like the home project idea, which unites the school and the home in complete cooperation. Indeed, of what greater value is any education than its material application?

A. K. Hopkins


These little workbooks in reading combine practice in reading with the drawing
of figures which are to be colored by the child. The outline pictures already found in the book are to be colored also. Motivation is increased by the use of holiday subject matter. The paper upon which they are printed lends itself to drawing and there are directions for using the books and definite word lists on the inside covers.

B. J. L.

NEWS OF THE COLLEGE

The college opened its twenty-eighth session September 23, with a total enrollment of 747. While complete data has not yet been released from the registrar's office, the student body includes a very large group of freshmen and transfers from the Savage School of Physical Education in New York. The senior class this year is the largest one in the history of the institution.

The Honorable Virginius Shackelford, a member of the State Board of Education, spoke at convocation exercises October 2.

"It is my fixed opinion after some study and much observation," said the speaker, "that the teachers colleges of Virginia, through what they give their students, return larger dividends to the state than any other state supported institutions, and are therefore Virginia's best investment."

A grant of $150,000 has been made by the Public Works Administration for a new dormitory at H. T. C., President S. P. Duke announced at convocation exercises. It was also announced that the student fund committee had appropriated $2,700 for a large school bus to be used by Harrisonburg students.

Bohumir Kryl, renowned cornetist, and his Symphony Band opened the lyceum course with a concert Saturday evening, October 12. Several outstanding soloists were included on the program.

Plans for the reorganization of Stratford Dramatic Club were launched the first week in October when approximately 200 students signed up to serve an apprenticeship in various phases of dramatics at a meeting called by Bertha Jenkins, president, following assembly.

The reorganization of the club is under the leadership of Dr. Argus Tresidder, formerly of the theatrical staff of Cornell University, who was added to the faculty following the resignation of Miss Ruth Hudson. Dr. Tresidder has announced that it is the plan of Stratford to give more students an opportunity to share in dramatics on this campus; an associate membership is therefore being opened for those interested in fields of dramatics other than acting.

The first play this fall has been announced as "Nine till Six"; it is now in rehearsal.

Six members of the Athletic Council were elected at the last meeting of the student body. These are: hockey sports leader, Margaret Thompson, Lexington; swimming sports leader, Marguerite Holder, Winston-Salem, N. C.; tennis sports leader, Lucy Clarke, Catalpa; basketball sports leader, Helen Irby, Blackstone; baseball sports leader, Myra Pittman, Gates, N. C.; and golf sports leader, Janie Miner, Meridian, Miss.

In a fast game ending in a 21-19 score, the old girls were downed by the new girls for the first time in several years in the annual Old Girl-New Girl basketball game, Saturday evening, October 5.

The annual conquest of Massanutten Peak was accomplished by several hundred students under President Duke's leadership on Saturday, October 12.

OUR CONTRIBUTORS

EDWARD A. FILENE is a distinguished philanthropist and merchant in Boston, who has always had a keen interest in education. This article is reprinted from School Life, official publication of the Federal Office of Education. ARTHUR S. GARBETT is director of education for the western division of the National Broadcasting Company.
ALUMNAE NOTES

WEDDINGS GALORE

CLASS OF 1917

On June 1, Nellie Sue Pace and Robert Baylor Cox were married at Ridgeway, Va. Mrs. Cox has taught domestic science at the Ferrum Training School for a number of years. Mr. Cox is engaged in business at Ridgeway, where Mr. and Mrs. Cox will make their home.

CLASS OF 1921

Loudelle Virginia Potts of Round Hill was married to Luther S. Hale, a native of Southern Illinois, on September 3. Mrs. Hale teaches home economics in Handley High School, Winchester, where Mr. Hale, a graduate of the University of Tennessee, is also a teacher.

CLASS OF 1927

Ruth Shirley Fitchett and Harry Clemenson Martin, Jr., were married in Richmond, Va., on June 7.

Ruth Alma Hill of Lynchburg and Wallace L. Greaver of Charlottesville were married at the home of the bride's parents. Mr. Greaver is a graduate of the University of Virginia, and he and Mrs. Greaver are making their home in Charlottesville.

CLASS OF 1930

Edna Alice Brown was married to Dr. Lyman Huntley Champney on June 12, at Lincoln, Va. Dr. and Mrs. Champney are living in Quarryville, Penn.

On June 28, Pearl Eunice Nash of Blackstone was married to Landon Scott Temple of Carsons. Mrs. Temple has been a member of the Carsons High School faculty for some years. Mr. Temple is assistant cashier of the Bank of Southside Virginia at Carsons, where Mr. and Mrs. Temple will make their home.

Elisabeth Lucille Davis of Earleysville and James Samuel Omohundro of Gordonsville were married at Shadwell, Va., on July 26. Mrs. Omohundro has been a member of the Gordonsville High School faculty for several years. Mr. Omohundro is with the State Highway Commission. Mr. and Mrs. Omohundro are making their home in Gordonsville.

On August 17, Ruth Lee Maloy of McDowell was married to Charles R. Wade of Mill Gap, at Staunton, Va. Mr. and Mrs. Wade are living near Monterey, Va. Mrs. Wade had taught in the Harrisonburg Junior High School for the past four years.

CLASS OF 1931

On June 26, Louise Neal of Glenwood was married to Landon Bryant of Chestnut Level. Since her graduation from H. T. C. Mrs. Bryant has been teaching in Pittsylvania county. Mr. Bryant is a business man at Chestnut Level, and the couple will make their home there.

On June 29, Rachel Butler Brothers of Whaleysville was married to Arthur Bradley Eure of Suffolk. Mr. and Mrs. Eure are making their home at Whaleysville.

Sara Frances Ralston of Staunton was married to Earl Joseph Clowser of Winchester on August 1. Since her graduation, Mrs. Clowser has been teaching in Winchester. Mr. and Mrs. Clowser are living at 420 W. Cecil St., Winchester, Va.

CLASS OF 1932

Mary Eleanor Wright of Palmyra was married at Richmond on May 3 to William Alfred Talley. Mrs. Talley has been teaching in Fluvanna since her graduation. Mr. and Mrs. Talley are living at Palmyra, where Mr. Talley is engaged in business.

On June 20, Mary Alice Wade of Raphine was married to the Rev. George B. Talbot of Shanghai. After graduating from H. T. C. Mrs. Talbot graduated from the Assembly Training School, Richmond.

Mr. Talbot is the son of a missionary to China and is a graduate of Shanghai American High School, Hampden-Sydney College, and the Louisville Theological Seminary. Rev. and Mrs. Talbot sailed as missionaries to China on August 20.

Lois Hines of Danville and David Baldwin Perrin of Pittsburgh and Gloucester were married on July 27 at Gloucester. Mrs. Perrin has taught home economics at...
Gloucester for several years. Mr. and Mrs. Perrin are making their home in Pittsburgh.

Sylvia Douglas Grim was married to Dr. James Elmore Madden in Cumberland, Md., on August 27. Mrs. Madden has been teaching in Frederick County since her graduation. Dr. Madden is a graduate in dentistry of Maryland University, Baltimore. Dr. and Mrs. Madden are living in Winchester, Va.

Mary Ethel Helms of Bassett was married to Anderson Clayborne Owen of Gretna on September 10. Mr. Owen is a graduate in pharmacy of the Medical College of Virginia and is now a pharmacist at Bassett.

Jacqueline Johnston and William Thomas Rice were married at Manassas, Va., on September 14. Mr. Rice graduated from V. P. I. in 1934 and has a position with the Pennsylvania Railroad. Mrs. Rice has been teaching in Prince George county since her graduation from H. T. C. Mr. and Mrs. Rice are living in Philadelphia.

Class of 1933

Lemma Wilson Owen of Leesville and Augustus Graham McCartney of Savannah, Ga., were married on August 14 at the home of the bride. Mr. and Mrs. McCartney are making their home in Savannah.

Dorothy Slusser and Volney Beckner McClure were married at Cloverdale Farm, near Brownsburg, on September 3. Mrs. McClure has taught in the Rockbridge County schools since her graduation. Mr. and Mrs. McClure are making their home in Glasgow, Va.

Marguerite Gates Bass of Richmond was married to Archie Paul Krewatch of Delaware on September 12. Mr. Krewatch is a graduate civil engineer. Mr. and Mrs. Krewatch are now living in Richmond, Va.

Mary Bragg Young and William S. Dodd were married at Petersburg, Va., on September 28. They are now making their home in Singers Glen, Va.

Class of 1934

Mary Louise Garner and Robert Edward Cutts, both of Chase City, were married on June 22, in Baltimore, Md. Mrs. Cutts taught in the Chase City High School. Mr. and Mrs. Cutts are living in Victoria, Va.

On August 20, Irene Gladys Mathews of England and Winchester, Va., was married to Robert Jenkins McNally, Jr., of Baltimore, Md., and Winchester, Va. Mrs. McNally has been a teacher in the Winchester schools. Mr. McNally graduated at Baltimore City College and the American Bankers' Institute and has done graduate work at Johns Hopkins. Mr. and Mrs. McNally are residing in Winchester.

Dorothy Elizabeth Williams of Norfolk was married to Dr. Paul Hogg of New York and Gloucester on September 21. Dr. Hogg is connected with one of the New York hospitals and he and Mrs. Hogg will make their home in that city.

Class of 1935

Mary Blankenship and Calvert Humbert, both of Clifton Forge, were married on June 29. Mr. Humbert is a graduate of V. P. I. Mr. and Mrs. Humbert are living in Clifton Forge.

Frances Elizabeth Topping of Harrisonburg and Elwood Butler of Roanoke were married on August 19. Mr. Butler is on the staff of the Roanoke Times. Mr. and Mrs. Butler are making their home in Roanoke.

On September 10, Mary Elizabeth Deaver of Lexington was married to Frank E. Calhoun of Florida. Mr. Calhoun graduated from Washington and Lee, class of 1933, in civil engineering, and is with the Florida State Highway Commission. Mr. and Mrs. Calhoun are residing in Marianna, Fla.

The annual luncheon of H. T. C. alumnae will be held at the Hotel Richmond on Thanksgiving Day, November 28, at 12 noon. It is hoped that a large representation of alumnae will be present. Tickets at 75 cents each will be on sale at John Marshall High School on Wednesday and on Thursday morning as well as at the door.
Bibliographical Directories under the editorship of J. McKeen Cattell, editor of “School and Society” and of “Science”

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Harrisonburg is a progressive little city, delightful to live in; its 7,000 inhabitants—people of culture and refinement—are deeply interested in the welfare of the college and its students.