

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 assist-

ant, 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 $2\frac{1}{2}$ 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 chil-

dren, 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 equalled 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.

§ 4. *Size of Schools: Object of Education: Discipline: Classes: Plan and Time of Instruction: Branches Taught: Method of Teaching.*

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 em-

ployed. 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, early inculcated on children, 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 some-

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:

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
8-9.	I. Singing. II. German Gram. III. Arithmetic. IV. Religion.	Geometry. Religion. } Singing.	German G. Religion. Reading. Singing.	Arithmetic. Geography. Writing. Religion.	Physics. Religion. } Arithmetic.	Physics. History. Religion. Reading.
2-3.	I. } Arithmetic. II. } III. Reading. IV. Writing.	Writing. Arithmetic. Writing. German G.		} Drawing.	Writing. Reading. } Singing.	

times 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

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.

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-