

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-

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.