

she has advantages and opportunities which England did not possess, for England had to meet all single-handed so to speak. Japan has the Berlin-Rome-Tokio axis and she has the facilities for buying her sinews of war from many countries. Against overwhelming odds, China has put up a tremendous resistance. Japan is paying dearly for her aggression. China can keep on indefinitely until she has completely exhausted her foe, but China cannot keep up the fight for very long if other nations continue to supply Japan with all her military equipment and allow her a free hand in China. What has Japan not done? She has repudiated all treaties solemnly signed; she has defied all civilized rules of war; she has ignored all belligerent rights whenever it suits her purpose, and she has proclaimed to all and sundry to keep their hands off China and the rest of Asia, because she is to dominate. Where is the justice or wisdom in helping Japan to get the where-withal to prolong the war in China? If America, England, France, and Russia would just say the word, Japan would have to recall her army back to Japan in no time.

Today China's cities are being reduced to ashes, her institutions of learning have been bombed and razed to the ground; her industrial plants have been completely destroyed. Yet millions and millions of refugees would rather starve than remain under Japanese control. These unfortunate ones and especially the women and children are being directed to the interior. They stand in need of food, clothing, and medicine. Every effort is being made by the Chinese Government and by the people to render them every care and protection, but the call for help is urgent. These are trying days for China; though dark the clouds, the dawn is not far off. Chiang Kai-shek is still looking for Grasse and his fleet and Yorktown.

CHANG-LOH CHEN

CONTRASTING PATTERNS IN EDUCATION

A STATEMENT OF EUROPEAN INFLUENCE ON EDUCATION IN AMERICA, ESSENTIAL DIFFERENCES IN PAST AND PRESENT PRACTICES THERE AND HERE, AND SOME DEFINITION OF THE AMERICAN IDEAL.

THE student of the educational system in America is concerned with what has happened in Europe for several reasons: first, there has been a direct transplanting, adapting, and borrowing from Europe at many times and along many lines, so that old-world influence as a whole is important to consider; second, the essential contrast of ideologies in education as held in older countries and in America in the recent past are always interesting for analysis; third, the present developments in Europe and America are amazingly profound in the connections which seem to have been made between education and systems of government. It is well to examine these phases in the order indicated.

I. *European Influence in America*

One who is inclined to treat truth fancifully can make out a good case for Shakespeare as an American author. In a similar way the beginnings of education in the new America were found in the old nations from which settlers came. Any old-world effect came to be less as time passed, and a product indigeneous to the soil of America came into fruition. A varied picture of this European influence, working itself out in point of time, is the only true one.

1. *The colonists brought education with them.* From different countries came varied versions, each transplanted from the mother country. Sometimes adaptations were made from the first, especially in case of groups of religious refugees or political dissenters. What would fit or work in the new land survived, but much that was attempted

could not stand up under pioneering conditions.

2. *Educational conceptions changed under political pressure.* As the colonies consolidated under the British flag, the English influence grew, in the schools as in the other activities of the people. As the yoke of Britain was removed with revolution, and the formation of a government under a constitution took shape, English tradition in education lost its hold correspondingly, especially as new ideas came from non-English sources. Great admiration was felt in America for the French Revolution. The ideas of liberty, equality, and justice were powerfully suggestive to a people just become independent and in the act of establishing government on a broad scale. French ideas of central government and administration did much to shape early state systems of schools as forerunners of present farflung activities.

3. *Visitors took note of the foreign scene.* Franklin spent the better part of ten years in Paris, after setting in motion the academy movement. He taught the French and learned from them. Jefferson was there longer and at a later time. His conception of a state school system and a university owed much to French practices. Other and numerous visitors abroad brought back impressions. By 1825 considerable writing was done by this group. Even the ideas of Rousseau and Pestalozzi were talked in select circles.

4. *Many European ideas were adopted outright.* By 1850 the trying of European ideas became a mark of progress. As a sort of natural expansion influenced by German practice, such subjects as geography, history, literature, and nature study began to find place in the schools by the time of the War Between the States. Everywhere, except in the war-torn, poverty-stricken South, the movement to expand the curriculum and lengthen school terms was pronounced by 1875. The teacher-training movement, as adapted from Ger-

many, became an influence by the same date in many northern states. Through such institutions as Oswego, Cook County Normal, and St. Louis Public Schools the German influence was a powerful stimulant by 1890. European ideas and educational patterns were quite effective during the last half of the nineteenth century. The German influence was felt most keenly in teacher-training and expansion of subject matter, including the subjects already named, as well as music and art.

5. *American leaders got German education.* Superintendent Harris, of St. Louis, Colonel Francis Parker, and other influential leaders went in deeply for the German philosophers, including Herbart on teacher-training, Froebel on kindergarten, and Hegel on logic. About 1890 a number of young men, educated in the German universities and imbued with Herbart's ideas on training teachers, became influential through writings, lectures, and professorships. This group can be represented by the McMurry brothers, Frank and Charles, who profoundly influenced teaching at the turn of the century and on to the present. John Dewey, though not German educated, started his works in philosophy nearly fifty years ago with a treatise on Hegel, and by 1899 brought out *The School and Society*, first stating his main thesis of the real relation of education and democratic living. This was followed in 1916 by *Democracy and Education*, the best analysis of the American ideal to that date.

6. *Foreign ideas were Americanized into a distinctive product.* Starting on a basis of German thinking and education, these leaders adapted ideas to American conditions and produced far-reaching effects. It served to bring into trial and permanent placement many things from Europe, but each had to stand the test of American practicality and fit in with the conception of free and universal education. The influence of European thought and practice

has been great, but the total result is distinctly American. Since the turn of the century America has seemed capable of doing her own thinking and of building school systems that have little resemblance to old world patterns.

II. *Some Figures in the European Pattern*

In a number of ways, schools in the nations of Europe differ radically from what has been worked out in America. Not only are practices different, but the ideas that control would not be accepted by many Americans. With the present armament turmoil and unsettled political conditions in all the larger nations, we do not know much of what is happening in education. But, at least, we know that education in Europe is not a major undertaking and that it has not been since the World War opened in 1914. To that time we have a fair picture of the schools in all the leading countries. The educational undertaking was clear-cut and made sense. Some main features at that time, together with current information available, can be used to point the contrast with American conceptions. Though described in present tense, the picture following is probably truer of 1914 than now.

1. *There are two systems of schools.* The common people send their children to a common school. It leads only to some type of further practical training, not to higher education. The secondary school starts at about age nine and goes to university. To it go children of the upper classes, those who want higher education and who can pay for it. The systems do not typically cross or relate to each other, though some variations exist in different countries. Education is along two tracks, common and select. Opportunity for higher education lies at the upper end of only one track. The masses of the people do not get it, do not expect it, probably do not want it. There is some tendency, particularly in England, to provide that bright pupils in the common schools be transferred to

the other track, but it has never been very effective.

2. *Only a few get any advanced education.* In Europe one of six of the population at any given time is enrolled in some sort of school, while in America one person in four is in school. Of all school children, one in four in America is in the upper four years of high school or college, but in Europe only one of six or seven gets any schooling, except in the common schools, even in a most enlightened country like England or Switzerland. In an average country, such as France or Belgium or Denmark, only one in fifteen or twenty school children goes to a secondary school, while in a backward country like Italy less than one child in twenty-five gets any advanced education.

3. *Tuition fees are regular for secondary schools.* Usually a large portion of the cost of advanced education is borne by means of fixed fees which are paid per pupil attending. The tendency in recent years has been to make the fees a smaller proportion of total cost of schooling, and some scholarships are granted for those qualified but not able to pay. Tuition fees serve the double purpose of support and of keeping out those classes of people not high enough in the social and economic scale to want or pay for advanced education. The plan for two tracks in education which do not connect is very effectively furthered through fees.

4. *Higher education for girls is limited.* Any considerable provision for advanced schooling for girls came only late in the nineteenth century in the leading countries of Europe. Except in schools with small enrolments in rural sections, the separate education of women is usual, and their enrolment is rather much below that for men in all larger countries. Some countries attempt different secondary education for women, tending toward the home-making occupations. It is safe to say that educational opportunities outside the common

schools are strictly limited for women. There is no solid tradition for equal education of men and women.

5. *Examinations are effective selection hurdles.* Rather rigid comprehensive examinations are given in most foreign school systems at two or three or even four points of progress. They are made so severe in requirements of mastery and thinking that many pupils cannot progress beyond definite limits. This is especially true in secondary schools at a point separating lower and upper years and before entering university. The examinations are frankly administered to the end of discovering and retaining as a class the intellectually elite. Social and economic restrictions through two tracks and tuition fees have already operated to eliminate other types of undesirables. By making the examinations or checking systems harder or easier, the exact capacity of the upper secondary schools and universities can be supplied. This is very precisely done in some countries where the ministry of education governs rigidly.

6. *Education is defined as mental discipline.* Advanced education in Europe is frankly for those intellectuals who have social and economic backgrounds that guarantee ability to profit from the disciplines attained. The secondary level of subject matter comprises mainly the fields of ancient and modern languages, mathematics, philosophy and ethics, history, sciences, with many variants among countries and types of courses. In some countries two ancient and two modern languages besides the mother tongue are required in the higher rating courses. Europeans generally believe that education is mind training through doing difficult things of an abstract and systematic nature, up to a standard of exactness and thoroughness that makes the individual razor-keen intellectually. The secondary school graduates rate high in scholarship. The European university man, as a survival product of several kinds of selection, merciless elimination, and thor-

ough conditioning in certain kinds of intellectual gymnastics, is the last word in thorough education.

7. *Teachers fit the systems where they teach.* They are typically products of two systems that never cross, though there is a little variation in this respect. Secondary teachers in such countries as France and Germany have a university education that is most prolonged and specialized. Their whole attitude is business-like and scholarly, with pedestal-like separation from their pupils; they demand precise information in the classroom and use calculatingly cold-blooded methodology in getting results. There is no counterpart of this pupil-teacher relation in America, except with a few teachers who attempt to ape the Europeans. In Europe individuals, even the teachers themselves, are distinctly subordinated to the system that is to produce scholars. The teaching, as well as the setup in secondary schools, is designed to secure drastic elimination of those who cannot meet the highest standards. Teachers in the common schools fit well into doing what is intended—to have each child secure a modicum of very elementary training and to keep him in the track that leads to early employment, almost never to any higher education. Often teachers in elementary and secondary schools in America are thought to be rather sharply separated by distinctions of work, rank, and salary, but the lines of demarcation are mild in comparison with corresponding groups in Europe.

8. *The place and purposes of education are different.* In America education has become a way of life. In Europe it occupies distinct and detached positions: first, to provide minimum opportunities for all children to ages thirteen or fourteen; second, to educate a strictly limited number of leaders. The two things are so different in conception that they are essentially separate undertakings. In America hope is held out to all to go to the top, and the

set-up opens the way. So far as anyone knows, the particular child now occupying a seat in primary school is headed through high school and college. The chances are now more than three out of four that he will get some sort of high school education. In Europe the way is open to only a relatively few, those well-born and high in the economic scale, as well as superior in intellectual ability.

III. *Present Educational Trends in Europe*

We on this side of the Atlantic hear much of what is happening in Europe today. We do not know much for sure. Moreover, we are not very well prepared in attitude to interpret, even if we knew the facts. We can be certain that the main energy of every nation in Europe is national preservation in the immediate future, by means of armament, international diplomacy, encouraging or dispiriting propaganda, even by education. We are amazed at the reports of airplane building in Germany at the rate of over a thousand per month and at the recent statement from London that Britain will spend nearly \$300 per capita within a short time for defense. How does education fit into such a picture?

1. *Education in the great democracies is stalled.* First energy in Great Britain and France must go into armament and diplomacy. Neither money nor personal effort can now be spared to expand education. England's Fisher Act to extend secondary education to greater numbers has never been much more than a hope, and today is a dead letter. France must halt all efforts at expansion, even the half-hearted attempt to remove a few distinctions between the common and secondary schools that was in process following the great war. As new wars loom, education dries up in the great European democracies. They may be driven to make propaganda agencies of the schools, perhaps are now on the verge of this step. In that case extension of schools could be justified as legitimate war expense, but education would be reduced to the level of

political chicanery in the commendable cause of national preservation.

2. *The dictators can use education in their business.* If we are able to believe reports coming out of Germany, each school day begins and ends with the Nazi salute to Hitler. We heard by radio recently that every school was held in session after regular hours to hear the dictator speak. We know that Naziism is mainly an organization of younger people, not long out of school. We hear much of student uprisings and youth on the move. Many people think the German schools of today are merely a branch of the propaganda ministry, known to the world for its efficiency. Every youngster is crammed full of the greatness of Germany-that-was and of still-greater-things-to-be. Secretary Wallace said recently in a Lincoln Day address:

"The dictatorial regime in Germany, masquerading its propaganda in pseudo-scientific terms, is teaching the German boys and girls to believe that their race and their nation are superior and have a right to dominate all others."

The Jewish and Catholic persecutions show that all thought of religious freedom already is out of the picture in Germany and perhaps Italy. Mussolini has stepped up the requirements of school attendance so that more children are in school in Italy than at any time in history. News stories bring reports of public school students assiduously drilling for military service and of university students marching against the French legion in Rome. The element of propaganda in Italian schools is probably greater and more palpably open even than that found in Germany. In Russia the abolition of all religious practice and the set-up of the ministry of education and recreation guarantee the learning and practice of the dominant system of communism by each school child. As in Germany and Italy, many Russian practices emphasize the importance of the younger element of

the population, the most recent product of the schools. Power is in the hands of the post-war crowd. We may expect the incoming Spanish regime to follow the lead of their Italian and German masters and adopt a style of education that fits in with the needs of its dictator. Education is frankly capital for the dictators—a way of inducting all youth into the groups that wear shirts of the right color, black or brown or others still to appear.

3. *The small nations are a little better off.* Education in Switzerland, Belgium, Holland, Denmark, Norway, and Sweden follows the traditional lines, much as before the World War, a common school for all and a secondary school for the few. Each country works out its problems in its own way, but does not deviate greatly from the typical picture presented above. The Swiss common schools produce fine artisans, the Danish bring out the finest farmers in the world, and the others excel in other ways. Yet all are distinctly European, governed by European traditions. Certainly there is nothing in any one of these countries that closely parallels American one-track schools for all. Perhaps there is very definitely uneasiness as to what will be the outcome for the smaller nations if and when their more powerful neighbors clash. We can imagine their educational systems are already affected by impending struggle. Some of them have had financial difficulties recently, to the hurt of their educational status and policy.

4. *The total picture is blurred and unpleasant.* Impressions of education in Europe bring no hope or comfort. Perhaps the present mess is the result of wrong kinds of education. American education has borrowed heavily from Europe, one thing at a time in ways already indicated, but has built each item into a total conception of free schools for all as the American way. Are dictatorships a product of two-track education? It is difficult to say. At least, Europe has both.

IV. *American Pattern for Education*

A view of the schools in the United States through the different steps of development and levels of experiences reveals a steadily growing structure with many features peculiarly American. The main points of the system, many of them of European origin, have been built up into a total pattern that partakes of the quality known in the trade world as custom made. It is the best that Americans have known how to arrive at through infinite try-outs, when guided by the changing ideals that have prevailed in government and business at one time or another.

1. *A single ladder reaches upward for all.* The most accepted feature of the public school system is that all children belong. The poor and the rich, the weak and the strong, the well clad and the other kind, all go to graded school together. To an increasing extent the same is true for high schools, with three out of four of eligible age enrolled. The root idea that permeates the whole system is that education, basically the same for all, is open to each child without expense. Each child will get what he can as an individual, climb as far up the ladder as he can go, all in a single school. He can attend school each day and live under the home-roof each night. This is a system in great contrast with any found in Europe, unless of very recent date and for purposes radically unlike those accepted in this country.

2. *The public schools are taught by their own product.* In America it takes a million men and women, most of them women, to keep the schools open. It is no small undertaking to educate, select, place, and supervise this army of teacher privates. The pay scale is so low and the promise of promotion so small that many potentially able prospects for teaching among the young people reject teaching as a vocation, as do most of those who come of families well-to-do in this world's goods. The result of these factors is a corps of teachers not

much above middle-class people, intelligent enough to do the required schooling in order to qualify and of social standing high enough to have the ambition to teach as a form of work. At the lower end of the scale the very weak of intellect are cut off because of inability to go through high school and enough of college work to meet teaching standards. Persons very low in the economic and social scale do not often find it possible to continue in school long enough to become qualified, even if they have the ambition to teach; but as the schools become more completely free, we may expect more exceptions to this principle. Again the result is a decided tendency to secure teachers from the middle class of Americans.

Two other influences should be noted: first, salary scales vary from state to state, with most states depending upon their own citizens for teachers; second, some states are so poor that adequate standards for qualified teachers have not been imposed. The state spending more for salaries and holding a higher standard for qualification may get better educated teachers; the state with lower salaries and standards may get poorer teachers or just as good as the states spending more, depending upon the outlook and opportunities in other vocations. Some Southern states, even in the face of low salaries, are remarkably fortunate in those of their own people who decide to teach. The composite result for the schools, however, is teachers of middle class, devoted to the ideas of democracy and individual opportunity, willing to use the human touch and some degree of patience to help all the children along the way.

3. *The schools try to give the children what they need.* The schools in America try to do everything for everybody. Formerly the lower schools were to teach reading, writing, and number. In course of time, information subjects were added, finally the arts and such practical matters as health and use of the hands. The high

schools gradually broke away from the dead languages and mathematics to history, science, and modern language. Then followed many additions along practical lines of vocational and commercial training, as well as civics and health, fine arts, athletics, and extra-curricular activities. It is not too much to say that the high schools of any sizable school system will now teach any course which a considerable number of people ask for. It is fair to say that Americans demand practical, usable education that is not too difficult, admitting of choices that seem to lead to adult vocations, and flexibility of arrangement and administration that pays each youngster off in suitable credits that lead on ever higher up the educational ladder. The ladder must be climbed!

4. *Much trying out of new things is going on.* One who reads consistently several educational journals, or even articles on education in general magazines, is amazed at the number of things reported as in process of being tried out in one school system or another. In spite of a general conservatism and prejudice against experimentation with children, enough departures are in the working out, for good or evil, to justify the statement that the schools are not standing still. One who attends a national meeting of educators and works himself in and out of general and group meetings with some tenacity for several days, or until his endurance is used up, is impressed that deliberate progress is being made by steps that rate rather higher than trial and error. Of the trying out of things there seems no end!

5. *The American schools form an original pattern, not found elsewhere.* The picture of a nation practicing at the ideal of education for all its children to age eighteen or twenty in a single unified system of schools, open to all and supported by all, is something new under the sun. It seems to have no counterpart in any other leading nation of the world. The schools are prob-

ably as uniquely American as the development of quantity production by machines that is technology, or the profits system that is business, or the conception that people shall not go hungry or cold in a land of plenty. The remaining step for education—it may not be so far away or even now—is further changing needed to make a harmony with other leading institutions and ways of living, those best adapted to the profits system and machine production. We may with certainty predict adjustments in educational organization and practice to fit in with the rest of national development. The possibilities here are too vast even for speculation. It has always been so!

PAUL HOUNCHELL

FOLK TALES OF OLD DOMINION PRESERVED FOR POSTERITY

A REPORT OF WORK IN PROGRESS UNDER THE
DIRECTION OF THE WORKS PROGRESS
ADMINISTRATION

FOLK tales and folk ways of Virginia are being recorded in final written form for eventual publication as the result of the completion of a study of Old Dominion folklore by the Federal Writers' Project of the Works Progress Administration. From every section of the Commonwealth has come interesting material to enrich the nation's knowledge of Virginia folk ways, it is stated in a report just received at Washington WPA headquarters. Among the hundreds of contributions received in the Richmond office of the Federal Writers' Project are folk-songs and ballads, occupational and sectional songs, Negro spirituals and songs, ghost and witch stories, legends and superstitions embodying the elemental traditions of the race.

Exploration of the folk ways of the state is only a part of the work being done by the Federal Writers' Project in Virginia, however. *The Virginia Guide*, the major undertaking, is now ready for publication.

Sectional material for a *History of Virginia* is being gathered, and several sectional books are nearing completion. In addition, Negro workers have completed a *History of the Negro in Virginia*. Historical radio skits are being written by project workers and produced over a Richmond station. The project in Virginia is under the direction of Eudora Ramsay Richardson.

The work of coordinating the folklore material has been placed in the hands of Miss Miriam M. Sizer, Folklore Consultant. Miss Sizer is a native of Orange County and holds a B.A. degree from the University of Virginia and has done post graduate work at Columbia University.

It was while studying Chaucer and medieval life at the University of Virginia that Miss Sizer became interested in folklore. Later, while teaching a vacation school in the Shenandoah National Park area, near Skyland, she was given an opportunity to begin the studies of mountain folk, which have carried her into many sections of the Virginia mountains.

Miss Sizer's knowledge and understanding of the mountain people led to her appointment in 1932 by the National Park Service to conduct a survey upon which was made the present basis of resettlement for the mountain people forced to move from the Park area as Shenandoah National Park neared completion. Having heard in the mountain homes the songs and ballads, the old superstitions, witch tales, ghost stories, and legends, Miss Sizer is now classifying and editing the material that is being sent to the headquarters of the Federal Writers' Project by a score of workers throughout the state. After Virginia folklore is checked, it is forwarded to Washington, where it will be included in the several folklore books which the Federal Writers' Project expects to have completed in the spring.

The formation of a Joint Committee on Folk Arts to "explore the folkways of America" was announced in Washington