

**FRITZ SEMMLER WRITES ABOUT GERMANY**

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The private preparatory schools, which before the war also gave an elementary education, are abolished by law, so that during these four years we have an institution composed of all classes of children. That certainly is a great step to a better understanding between the estranged classes. This four year period is much attacked, because before the war only three years of elementary preparation were required to enter the preparatory schools. A child had three years of elementary work, then took nine years of finish preparatory school. Now with four years of elementary work there remain only eight years to complete the course preparatory to the university. Teachers doubt that the present system is feasible but since it has been tried for only seven years it is impossible to really know how it will work.

For the admission of a child to a certain school, its talent and inclination and not the economic or social position or the religious faith of its parents are decisive. In carrying out this provision of the constitution of Weimar a number of capable pupils are elected every year to go to preparatory schools at government expense. Many good pupils who formerly were handicapped by the social condition of their parents, now have a chance for further education. That doubtless will help in the development of the whole people.

The preparation for the University is given by the middle-schools and preparatory schools. Middle-schools give only a common school education. Formerly if a boy successfully completed this prescribed course, he was required to give only one year of military service instead of the two otherwise required. The preparatory schools, however, lead to the "Abiturium," the examination which admits to study at the University. These schools are "Gymnasien" and "Oberrealschulen." The first gives special classical subjects, Greek, Latin and Hebrew, and the students are especially those who want to study Theology, Law, or Ancient Languages. The "Oberrealschule" has as main subjects mathematics, natural sciences, and our modern languages. It prepares for the further study of these sciences. The curriculum in both of them is fixed and few electives are offered. A free choice of subjects is only possible at the university. That gives the school a certain rigidity which is not to be found in American colleges, but on the other hand it gives the students a solid and extensive education in general.

The university is the highest school. Here the professor teaches by the lecture method, without discussion while in small groups the students are led on to special and independent study. Law, medicine, philosophy, theology, mathematics, and the natural or pure sciences are the subjects taught at nearly all of the universities; while engineering, agriculture, social sciences, and art are taught at special schools, which are the technical, agricultural, and commercial "Hochschulen" as well as the "Kunstschulen" and "Akademien der Kuenste." These are equal in standing to the universities. The largest university today is that of Berlin; Heidelberg, Tuebingen, and Marburg are famous because of their theological faculty. German universities have no dormitories. Professors and students have private rooms in town and the university includes only the buildings for teaching, laboratories, clinics, etc. After the war student lunch rooms were established, especially with the aid of the Quakers. Here one can buy a good and nourishing meal for a low price.

A special place in the German school system is taken by the experimental schools; the "Gemeinschaftsschulen" and "Landersiehungsheime." Their work is devoted partially to those children who need careful individual attention; for instance, those whose development has been unnatural in the life of the cities. These schools stress also the new methods of education, better understanding between teacher and pupil, closer contact with life, and the greatest

possible regard for the individuality of the child. Their founders and leaders are for the most part especially gifted and trained teachers, forerunners of a new kind of education, whose center is the child and whose aim is a new society of men.

**FRESHMEN AND SOPHOMORE HAVE PICNIC TOGETHER**

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"one." A cheer from the Freshmen arose, but was suddenly quieted when Ira Newlin again spoke with changed tone. With grief and solemnity he stated that it would be necessary for the happy party to pause in their festivities to pay tribute to the death of a well loved member of the sophomore class.

Mournful strains of the funeral dirge were played by Herta Hollady and the funeral procession was heard approaching. It was without difficulty that the Freshmen realized the gravity and sorrow of the situation when they heard the heart-rending grief of the bereaved ones, for their lamenting could have been heard a long distance away. With eager, tearful eyes the Freshmen watched over the hill for the first glimpse of the procession. Their sorrow was only increased at the first sight of that mournful group. Coming at a pace as fast as their stumbling feet would allow and led by Cassey, wound their way up the hill.

Cassey was decked with dogwood branches and garlands of flowers, which well hid her forty years of age. She realized her honor and duty as she drew with halting steps the hearse containing the loved one. The stately

hearse made the procession but more noted. No one could look at the mourners which followed without a feeling of pity in his heart.

When all had come to the front of the audience the funeral took place directed by a solemn undertaker clad in the loudest of sports togs. As a small casket was laid in the grave and the many floral designs were placed by it, the mourning of the sophomores seemed to be unbearable. Ira Newlin read with pious dignity the funeral rites. He told of the beautiful life of this child of the sophomore class, "Sophomore love for Freshmen," who lived only seven months on this earth. The audience was allowed a last fleeting glimpse in the casket. Sadness filled all hearts as they passed by the open grave and saw the small hatchet, so life-like, yet so cold and inert. The grave diggers silently covered the grave and the friends of the bereaved rushed to offer their consolations. Ella Mae Friddle and Wilmer Steele were so torn by their grief that there was no comfort for them.

Before long, however, the general joyfulness of the picnic event was regained and there was a rush when the "eats" were announced. A generous and good supper of hot dogs, sandwiches, coffee and ice cream was served. It seemed that the bottom of the ice cream can "was not" for the line of applicants for cones lasted until the last minute and none were without all they could eat. Then for an hour, around the camp fires people shouted and sang. A perfect spring night and a hike home through the woods, (which was full of surprises) ended one of the best picnics ever.

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