UNITED STATES BUREAU OF EDUCATION
BULLETIN, 1912: NO. 9 - - - - - - - WHOLE NUMBER 480

COUNTRY SCHOOLS FOR CITY BOYS

By

WILLIAM STARR MYERS

ASSISTANT PROFESSOR OF HISTORY AND POLITICS
PRINCETON UNIVERSITY

WASHINGTON
GOVERNMENT PRINTING OFFICE
1912

CONTENTS.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., March 29, 1912.

SIR: In our efforts to improve our schools in America and to adapt them to the varying needs of children many thoughtful people have felt the need of giving to city schools a better environment than they usually have on our crowded streets, with scant playgrounds, if any at all. Several years ago Dr. Preston W. Search, in his book *An Ideal School*, suggested that all the schools of the city should be brought together in one or more great school parks, with ample grounds for buildings, which should be only one story high, with playgrounds and space for grass and trees. He suggested that these school parks might be located away from the centers of the cities—probably in the suburbs, where land could be had at less cost than in the business and residence sections. Other similar suggestions have been made, but for the masses of the children in the crowded sections of our cities this problem still remains unsolved.

However, what the public at large has failed to accomplish for all the children private individuals have been able to accomplish for a few of the more fortunate. The idea of the country school for city children, supported by private tuition and private means, as worked out practically at Baltimore, has extended in some degree to all parts of the country and will probably become quite common. The story of this movement, as told by Dr. William Starr Myers in the accompanying manuscript, is both interesting and suggestive and should be known to all who are working for the betterment of the material conditions of schools for city children. I therefore recommend that this manuscript be published as a bulletin of this bureau and would call especial attention to the suggestions made by Dr. Myers as to the possibility of applying this principle to the public schools. It is quite easy to see how this might be done for the public high schools, at least of most cities, with little or no additional cost to the public for buildings, grounds, and equipment, or to individual parents and children for transportation.

It has frequently happened in the history of education in this and other countries that movements for the betterment of the public schools have begun in a small way with private schools as the result of the enthusiasm and earnestness of only a few individuals. It is sincerely hoped that this movement, begun at Baltimore in a private way and already extended to a dozen cities, may become a great national movement for the betterment of the public schools, in which the great masses of children are educated.

Very respectfully,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

COUNTRY SCHOOLS FOR CITY BOYS.

BACK TO THE COUNTRY.

"Back to the country" is the cry of the advocates of one of our sanest philanthropic movements. To free thousands of our best citizens from the unwholesome and harmful influences of crowded houses, poor light, and bad air, and to restore them to the open fields, a freedom from unnatural restraints, and the blessings of God's sunshine, are objects worthy of the best efforts of the American people.

The average city resident of comfortable means is accustomed to think that such a movement is merely a charity designed to help the poorer and more unfortunate elements of our population, but as a matter of fact it is of vital interest to every man, woman, and child that lives in a large city. Unhealthful conditions of life do not affect merely the inmates of small houses on alleys and back streets, but spread, through inevitable contact, to the handsome establishments of the more favored neighborhoods; sooner or later the whole city is affected.

Realizing this fact, philanthropists have made an effort to find some means by which our boys who live in the city may spend at least the day in the country, and at the same time have the advantages of an education in the best schools. Some of our people of means, those who can afford the money necessary for an experiment, have hit upon a plan which has solved the problem, it is believed, and that is the plan of founding "country day schools for city boys." And girls, too, are going to be included among those who share the benefits of this movement.

Up to 15 years ago the only two possible things for the city family, if a healthful outdoor life was desired for the children, were to live at a country home six months of the year and each day send the children in town to school, or else to break all home ties for a large part of the year by sending the boys and girls away to boarding school. A group of men and women of intelligence and enterprise in Baltimore had the vision to see and the faith to act, and the Gilman Country School for Boys, founded in 1897, is the result.

OUR PAST EDUCATIONAL EXPERIENCE.

The educational history of our country, viewed from the standpoint of this latest development, is of especial interest. In the earliest times, when our people lived in a small fringe of settlements along the Atlantic seaboard, before the public school as we at present know it was more than a mere thought in the minds of our wise colonial forefathers, the so-called Latin or Grammar schools were founded. Among the earliest of these were the Boys' Latin School (1635) and the Roxbury Latin School (1645), of Boston, and the Penn Charter School (1698), of Philadelphia. They were all what we of the present would call "private" day schools, being "public" only in the sense that any citizen might send his boys to them if he could and would pay the necessary cost of tuition.

The students spent the morning at the school, rushed home to a hasty lunch or dinner, then hurried back to the second session of the day, with the frequent accompaniment of unsatisfied appetite or harmed digestion, but they had the saving favor of broad, open streets or vacant lots to play upon after school hours were over, at 4 or 5 o'clock in the afternoon. The work done in these schools, though of a sort that to-day might be deemed narrow and old-fashioned, was sound, and to that fact we owe the foundation of most of the culture and education in America to-day.

As time went on the cities gradually built up, becoming larger and more crowded. There were fewer vacant lots for young America to play upon, and in still later days even cable and electric cars were powerless to make continually accessible the open places necessary for exercise and fresh air. So much time was taken up in going to and from the "athletic fields," which the schools must now provide, that little chance was left for the good, long, hard play that is so necessary for the proper development of a healthy boy. The gymnasium was a new advantage, it is true, but at best it merely gave opportunity for exercise indoors or in bad weather, which was more like *work* than the healthful outdoor sports and games and had the added disadvantage of making exercise a *business*.

The public schools, as we know them to-day, were later established, and from them the old-style schools and academies differed little except in size and sometimes in equipment, or in the "exclusiveness" or "selectness" that the payment of tuition was supposed to give.

Thoughtful parents were beginning to see the necessity of finding some way to keep their boys off the streets, and perhaps away from the bad associates of the hours out of school, and the only way open to them was that afforded by the boarding schools now springing up all over the country, many of them under church direction or influence. These are the institutions that are still so prominent in the educational life of the present day.

Exeter, Andover, Lawrenceville, St. James (Maryland), St. Paul's, St. Mark's, and many others were founded years ago, several of them having rounded out to-day a full century of existence. Their original purpose was mainly that of supplying an education for the boys of the small towns or country districts, for whom the day schools and academies, of which I have been speaking, were not available, and for whom the efficient high school, as we know it now, was still a thing of the future. These schools offered an opportunity that soon was grasped by the parents of the city boys, with the result that the old institutions grew at a remarkable rate, and new schools were founded all over the country. Groton, Pomfret, Hotchkiss, Hill, Asheville, Tome—all are among those dating from the period under discussion. To go away to a large boarding school of this type became the established custom.

Furthermore, the number and the popularity of our colleges and universities were increasing at the same time, and these schools were looked upon as the best means of acquiring a proper preparation for the more advanced education, with the result that they progressed in character and extent of training to a grade that has not yet been attained by the general average of other types of schools to-day.

The present status of college entrance requirements was another result. In the East our largest universities, such as Harvard, Yale, and Princeton, more often consult and adapt their entrance requirements to the wishes of these large boarding schools than to the desires of any other preparatory institutions. The reason is obvious. These schools not only supply a large percentage of the students entering college, but also by means of their excellent and thorough educational work have been a factor in raising the standard of preparation. Of course these conditions prevail to a less extent in the West, where the State universities dominate the educational field, and as heads of the public-school systems plan their requirements more nearly to meet the efforts of the high schools.

There is no question that a large boarding school offers great educational advantages to those boys whose fathers can afford to pay for them, through the excellence of its curriculum, the strength of its faculty (for it can afford to pay salaries high enough to attract some of the best teachers, who would otherwise be engaged in college work), its large and expensive equipment, and the facilities it offers for personal touch with the masters and a large and valuable acquaintance among boys from all over the country. But it has one serious drawback—it cuts off the boy from home when 12 or 15 years old, the very age of all others when he needs the influences centering around home and family, which are of greater importance than any other in the life of a normal, well-trained, healthy child. The in-

fluence of a teacher is tremendous, but at best it can only supplement and add to that of a conscientious father and tender mother. Realizing this difficulty, the country school was founded, and it bids fair to make on the educational history of our time a still greater mark than it has already made in the comparatively short time it has been in existence.

THE BALTIMORE EXPERIMENT.

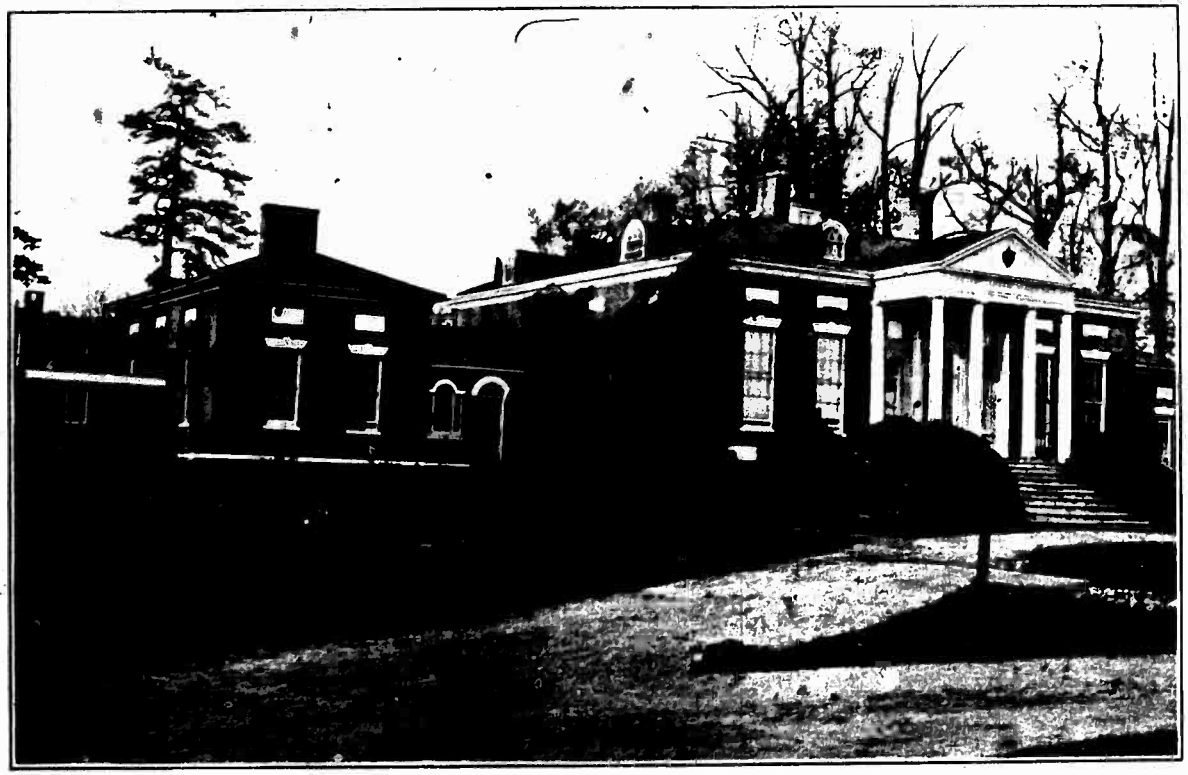
The whole movement at Baltimore, Md., owes its beginning to Mrs. Francis K. Carey, wife of a prominent attorney of that city. Mrs. Carey, prompted by the wish for a proper school for her own child without separating him from the influences of home, worked out the idea of an all-day country school for city boys, perhaps combined with a boarding school, which would furnish the routine of an entire day in the country with study and sports alike under the teachers' direction. She discussed the matter with Mrs. William Cabell Bruce, and finally enlisted the interest of Dr. Daniel Coit Gilman, the lamented president of Johns Hopkins University, who together with Mr. Francis K. Carey, Mr. William Cabell Bruce, and the late Hon. William A. Fisher were so convinced of the advantages and sound common sense of the idea that they felt themselves justified in making a definite attempt to establish such a school.

In March, 1897, a commitee on organization was formed, which consisted of President Gilman and Prof. Herbert B. Adams, of Johns Hopkins University; Hon. Charles J. Bonaparte, Attorney General in President Roosevelt's Cabinet; Hon. William A. Fisher, Mr. William Cabell Bruce, Mr. William H. Buckler, and Mr. Francis K. Carey. This committee issued the following announcement:

> It is proposed to establish a country boarding and day school for boys, designed for the education of those boys whose parents wish them to be trained from the beginning of their school education under the best methods approved by modern educators and with surroundings which will protect their health and character. As far as possible, the school will aim to furnish to Baltimore boys the advantages which are now offered at the well-known boarding schools of the country without separating the boys, more than may be indispensable, from their parents. The school buildings will be located at some point in the suburbs of Baltimore, easily accessible by electric cars or steam railway. They will be properly equipped and furnished and will be surrounded by ample grounds.

In acordance with these plans a board of trustees was selected and a corporation formed under the title "The Country School for Boys of Baltimore City," a name that was changed recently to that of the "Gilman Country School for Boys," thus doing honor to the one of its founders who, with few possible exceptions, influenced education for good in this country more than any other American of the nineteenth century.

As the result of active effort under the leadership of Mr. Carey, in which nearly 200 men were interviewed, a fund of $12,000 was



"HOMEWOOD," BALTIMORE, MD. THE FIRST "COUNTRY SCHOOL FOR BOYS."

raised with which to make the experiment. Some 27 of the most prominent citizens of Baltimore, who subscribed the amount, are known as the "founders."

At the same time was secured for the school the Homewood estate, on Charles Street extended, situated near a street car line and about 2 miles from the center of the city. It contains a beautiful old residence of the best type of colonial architecture, which was built in 1803 by Charles Carroll, of Carrollton, for his son, Charles Carroll, jr., and the school had the use of some 12 acres of grounds in addition. The estate is located on one of the rolling hills back of the city, to the north, in a situation especially beautiful, the house standing some 245 feet above the level of Baltimore Harbor. In these healthful and beautiful surroundings the school was opened on September 30, 1897, Mr. Frederic Winsor, of Massachusetts, being the first head master.

Here the school remained for 13 years, a period of steady growth in spite of several small setbacks, due to change in active management and the usual difficulties inherent in any new undertaking. On October 4, 1910, it moved into its own property, situated in Roland Park, a charming suburb, located about 2 miles farther out from the city than Homewood. Here is a new and thoroughly equipped building, which has accommodations for 60 boarders and 150 day pupils. The grounds consist of 70 acres in woodland, lawns, and athletic fields, and the large field now in use is one of the finest in the State. All water used in the school is drawn from a sealed well, driven more than 250 feet through solid rock. The yield is more than 40 gallons a minute, and is pronounced by the State board or health to be absolutely pure. The total capital invested in this new plant is more than $300,000, of which $225,000 has been put into the building and the grading of grounds. Mr. Frank Woodworth Pine is the present head master.

The old Homewood estate is included in the tract presented to Johns Hopkins University some 10 years ago by the late William Wyman and others and will shortly become the site of that institution.

The Gilman School now has a faculty of 15 and a student body of 157. It provides a continuous and systematic course of instruction for boys from the time they are about 10 until they are prepared to enter college. The exercises begin at 9 o'clock, and at 5.30 the day scholars return home to their parents, their minds trained by the best educational methods, their lungs filled with fresh air, and their bodies tired from healthy play.

Before giving a more detailed description of the schools and the working of the various ideals involved it is well to note the spread of the idea over the country.

GROWTH OF THE MOVEMENT.

It is a most interesting fact that, answering to the needs of the boys of New York City, another school of the same type as the Gilman School was founded in 1907, and that its founder, Mr. Frank S. Hackett, knew nothing of the Baltimore experiment.[1]

This new venture, the Riverdale Country School, was the practical answer to a demand by a number of New York families for a near-by country boarding and day school. It was established at Riverdale-on-Hudson, in a beautiful site opposite the Palisades, on a ridge overlooking Van Cortlandt Park. The school property consists of 14 acres, in addition to which the boys have the range of the park for all kinds of outdoor sports. It is reached in 40 minutes by the "subway" from Forty-second Street (only 18 minutes of the time being underground), and the boys go each way in the charge of a master. The success of this school is great. It is patronized by the same class of people as the Gilman School.

In the same year as that of the founding of the Riverdale School the Country Day School for Boys of Boston was founded at Newton, Mass., under the efficient leadership of Mr. Shirley K. Kerns, at one time master of English in the Gilman School and, upon the retirement of Mr. Frederic Winsor, the acting head master for the year 1900–1901 in the same institution. The success of this school was instantaneous, and it may be looked upon as the first direct offshoot of the Baltimore plan.

In 1908 Dr. W. Wellington Massee founded the Massee Country School, at Lawrence Park, Bronxville, N. Y., on the Harlem division of the New York Central Railroad, about 15 miles from New York City. Dr. Massee writes:[2]

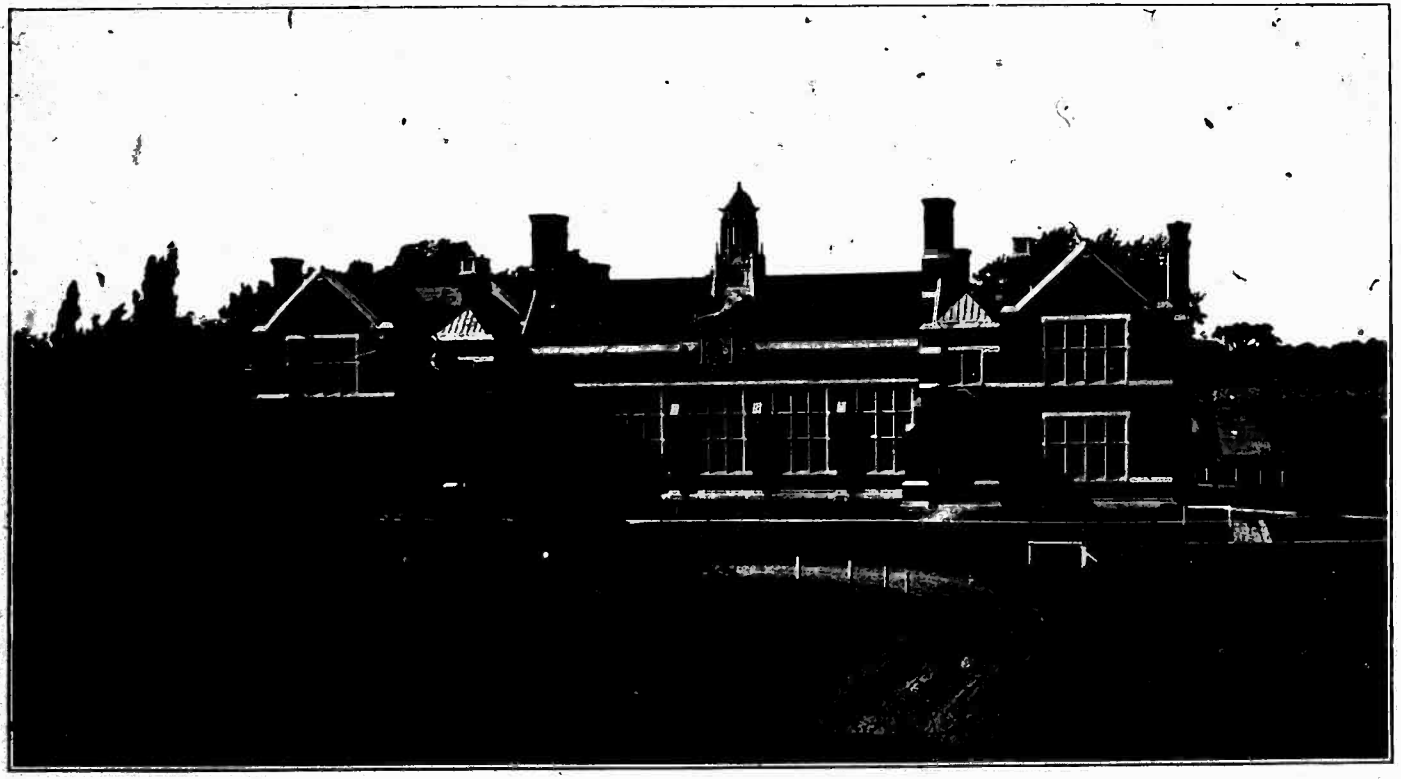
> I have had a school both in New York City and in the country, and I find that the conditions are so much better in the latter place that we are able to do almost one-fifth better work. The value of the pure country air for the growing child can not be estimated. From September 26, 1911, to February 15, 1912, we have not had one of our boys under the care of a physician for even one call. In the city the attendance was very irregular, due to sickness of various kinds.

It is well to remember, too, that these boys are drawn from the wealthy class, and their supposedly pampered and sheltered upbringing is considered to be anything but favorable to good and vigorous health.

The next year (1909) saw the well-established and successful Nichols School, of Buffalo, N. Y., founded in 1893, "pull up stakes" and move to an estate of 19 acres in the suburbs of the city, easily

[1] See a valuable and interesting article by Mr. Hackett in the New York Evening Post (Sept. 2, 1911), entitled "New Country School Idea." I wish to acknowledge my indebtedness to the article for many ideas incorporated in this bulletin.

[2] Under date of Feb. 15, 1912.



THE NICHOLS SCHOOL, BUFFALO, N. Y.

accessible by trolley, where it has erected buildings of the latest and most approved design. Under the new leadership of Mr. Joseph Dana Allen it has emerged as a full-fledged "country school." The announcement issued at the time of the change states that the school is "intended to meet all the demands of the hearty, growing boy who wishes to prepare for college under the best educational conditions and at the same time to occupy his afternoons with study and sport, doing all this among the most healthful and inspiring surroundings. 'The school that cares of a boy all day' expresses the aim of the Nichols School." That the above reasons were considered amply sufficient to explain the change of location is evidenced by the large and generous support the school has received from the people of Buffalo.

By the time another year had elapsed the influence of the idea had traveled far, and at Kansas City, Mo., was founded (1910) the "Country Day School," with Mr. Ralph Hoffman as head master. The prospectus of the school cogently stated that "the boy's afternoon, which in a large city becomes a more and more serious problem, is devoted to vigorous play. Dawdling and loafing are eliminated. The teachers join in the sports, and by their participation not only establish genuine intimacy with their pupils, but are able also to inculcate and strengthen the standards which the boys themselves are quick to recognize as those of manly sport—fairness, courage, courtesy." The school opened with 18 boys, and by the end of this, its second year, the number has more than doubled. It now occupies a temporary building, built and equipped especially for the school, in which it will remain a year or two more. It expects to have by that time a larger and more permanent plant which will make even more special provision for the outdoor side of its life, upon which it is possible to put a great deal of emphasis, owing to the favorable climate of Kansas City.

In 1911 three schools were started and a fourth one organized. The Chamberlayne School, Dr. Churchill Gibson Chamberlayne, head master, at Richmond, Va., is a second direct result of the influence of the Gilman School, at which Dr. Chamberlayne was for five years master of history. The Columbus Academy, Mr. Frank P. R. Van Syckel, head master, is the result of the efforts of a group of leading citizens of Columbus, Ohio, who asked Mr. Van Syckel to come to their city and organize it. The other two schools of this year are instances of older schools following the example of the Nichols School and adopting the new plan. They are the Minneapolis (Minn.) Country School (formerly the Blake School, founded 1907), Mr. Charles Bertram Newton, head master, and the Louisville (Ky.) Country Day School (formerly the Patterson-Davenport School, founded 1902), Mr. William Davenport, head master.

This last school only opened in January, 1912, but like the school at Minneapolis, is already assured of success.

Finally, the Jefferson School for Boys, Mr. William Tappan, head master, an excellent Baltimore day school founded some 10 years ago, has lately moved to a site in the northwestern section of the city, where it occupies a fine tract of 43 acres.

OUTSIDE INFLUENCE OF THE PLAN.

While the above sketch mentions all the schools of the new type that it has been possible to locate, yet the effects of the movement, surprising as they have been, have by no means reached their limit. A change of attitude is noticed in many of the old boarding schools located near the cities. Their faculties are impressed by the wisdom and growth of the new idea, and feeling its influence, they are welcoming day pupils from the near-by city, finding that the old fear that boarding and day pupils will not get along well together is groundless. Neither system interferes with the other, and such schools as the old Harrisburg (Pa.) Academy, or the Chestnut Hill Academy and Haverford School, near Philadelphia, are rapidly approaching the type of the "country day school," and even in many cases are welcoming the change. In fact the Harrisburg Academy has gone so far as frankly to announce its imitation of the policy of the Gilman School. It is a high tribute to the efficiency of the management of these schools that they are able to adapt themselves to the new conditions with very little difficulty and with great success.

ORGANIZATION AND OWNERSHIP.

All the schools in question are owned either by individuals or by corporations. In fact the latter is the general rule; even in case of individual ownership, there are boards of advisers or trustees. It is an encouragement for the future of education in general as well as for this kind of school in particular that these boards, usually of from 6 to 15 members, are made up of men from the best professional and commercial classes, men of culture, refinement, and capacity, who are glad to give the benefits of the ability that won for them prominence or fortune in other walks of life in order to insure the success of this experiment. More often than not they have entered their own sons as pupils of the school. Thus they add to their general interest the personal element that counts for so much toward the effectiveness of any work. It may be said in consequence of this that perhaps one reason for the great success of these schools is the fact that their management on the financial side is directed by the best business talent in the community.

Of course, the final success of any school is dependent upon the head master or principal, for it is primarily to him that the school

must look for its tone, its thoroughness, and its standard of scholarship. He appoints the faculty, with the advice and consent of the trustees. Of course, the heads of the schools under discussion are chosen men of unusual ability, training, and experience.

In many cases the idea of financial return is absent from the ownership, all profits being used to increase the scope or efficiency of the school. The stockholders, if there are any, look upon their investment as being in reality an endowment for the advancement of education.

LOCATION AND EQUIPMENT.

The schools are easily accessible from the city. They vary in distance from 2 to 15 miles and in time needful for the journey from 15 to 40 minutes. It has been found that it is difficult to draw patronage from a distance requiring more of a trip than may be made in half an hour. The Chestnut Hill Academy, in the thickly settled suburbs of Philadelphia, has found that most of its patronage comes from a radius within 15 minutes' ride of the school by train or trolley car. Several schools, notably the Riverdale and Gilman, are planning automobile service and hope by this means to solve what has been called the most difficult of all the problems—that of transportation. The success of a country school, as distinguished from other schools, depends upon securing a site that is both healthful and easy of access; otherwise the school either will be composed entirely of boarders or else will result in a dismal failure.

The grounds, which vary in extent from 3 or 4 acres to the 70 of the Gilman School, contain facilities for football, baseball, tennis, and other sports. The buildings are of the general type found best adapted to the uses of any school, due attention being given to air, light, heat, sanitation, etc. A gymnasium of fair equipment for indoor athletics is an absolute necessity, as healthful exercise is the keynote of the schools, and the weather is often too bad for outdoor sports.

It can be said from personal experience that nothing appeals to the pleasure and interest of the schoolboy quite so much as a swimming pool. This very expensive and attractive accessory is included in the equipment of a number of the schools under consideration. A pool is not a necessity, but with due care its use is very valuable, and it always proves a telling advertisement.

BOARDING OR DAY SCHOOL.

At first, most teachers of experience doubted the wisdom of ranking the boarding and day departments as of equal importance in the same school. Hence some of the schools have only day pupils, notably the Boston Country Day, the Nichols, the Kansas City, the Columbus,

the Minneapolis, the Jefferson, and the Louisville Schools. The Gilman, Riverdale, Massee, and Chamberlayne Schools include both, as do the older boarding schools of course—such as the Chestnut Hill and Haverford Schools and the Harrisburg Academy. It has been found that the fears of the doubters have been proved empty, as there are no problems involved that a firm and tactful head master can not easily solve.

In these schools the number of day scholars heavily outbalances the number of boarders. The Massee, with 40 per cent, and the Riverdale, with 35 per cent of boarders, have the largest proportional number, as compared with 28 per cent at the Chamberlayne and 25 per cent at the Gilman School. Many parents make the compromise of having their boys live at school from Monday morning till Friday or Saturday and then enjoy the benefits of home over Sunday.

A boarding department has the special advantage of being very profitable from a business standpoint. Day students are always far more expensive in comparison. No private school, however prosperous it may be or however strong its financial backing, is ever free from the problems incidental to making both ends meet and at the same time continuing to advance in scholarship and equipment.

FACULTY AND NUMBER OF STUDENTS.

On account of the location near a city, with all its advantages and attractions, especially when there is a large university, such as Johns Hopkins or Columbia or Harvard, near at hand, these schools are able to secure teachers of a high standard with less difficulty than the more isolated boarding school, located some distance away in the country. Libraries, theaters, lectures, music, the large stores—all these are advantages well worth considering, for the scholar of today is no longer a hermit or a mere bookworm. If so, he is not the type of man that will prove successful in the handling of boys. What is needed is the person who, no matter how great his scholarly training may be, yet has the broad, hearty interests and sympathies of the well-informed, experienced, all-round man. And this is the kind of teacher that these schools have placed on their faculties. It is interesting to note how many of the foremost universities and colleges of both America and Europe are represented in these faculties by advanced as well as by bachelor's degrees.

The faculties are large enough to guarantee small classes, so that the intimate personal touch may never be lacking. It is the need of this close personal relation between teacher and pupil, even in college education, that caused Princeton University, under the inspiring leadership of its former president, Dr. Woodrow Wilson, to introduce at great cost and effort the "preceptorial system," which has proved such a remarkable success.

The larger schools have specialists to teach each major subject. Strange to say, history and civics are the subjects so far generally neglected or inadequately provided for. The Kansas City School shows the beginning of a wholesome and welcome change in requiring history through the entire course. The general tendency, even in fine schools of this type, is to forget that training for citizenship is of prime importance and to devote an overwhelming amount of class-room energy to classics, mathematics, and other matters of college entrance requirement; a mistake, after all, no matter how necessary these subjects rightfully may be or how valuable from the standpoint of training and culture.

Most of the schools average 1 member of the faculty to every 10 pupils, a proportion allowing unusual personal attention and thoroughness of work.

The Gilman School is the largest country school, having 157 pupils. The Nichols School comes next, with 143, and the Boston Day School, with 130. It is the aim of all the schools to keep their numbers within rather moderate limits in order to insure the realization of the advantages of small classes noted above.

The ages of the boys usually vary from 8 years to 19 or 20. By taking charge of the pupils when very young a firm foundation in the elements of learning is laid, upon which later may be built the firm structure of scholarship that is needed for the more advanced work in the college or university.

In fact it is worthy of note that *thoroughness* has been taken as the ideal for all the educational work of the schools under discussion. They have no desire to be merely "hothouses" for the nurture or forcing of delicate and tender human plants, but manly and healthful places, where the boy shall "stand upon his own feet without fear or favor." The effort is made to classify boys according to their proficiency in each subject and not according to their general standing.

Several schools separate the very little boys from the older in their study and play, bringing them together each day only for the special purpose of arousing emulation and promoting school spirit and solidarity. In many cases women teachers do the work of the primary department.

TERM AND DAILY PROGRAM.

The term usually extends from the latter part of September till the second week in June, the dates being varied to fit local needs of climate, college entrance examinations, etc. It is found almost useless to attempt to continue late in the summer, as boys of the class now attending the schools belong to families that are in the habit of going away early in the season and taking their children with them.

The last few weeks of school are thus badly interfered with. In addition, the summer camps for boys by mountain or seashore start their work soon after the close of the ordinary school term. They draw a great deal of patronage from the same people.

The following is a typical daily schedule:

DAILY SCHEDULE.

9 a. m.	Roll call; prayers; announcements.
9.15 to 11.15 a. m.	Recitation and study.
11.15 to 11.30 a. m.	Recess, with bread and milk.
11.30 a. m. to 1.30 p. m.	Recitation and study.
1.30 p. m.	Dinner.
2.15 p. m.	Change to athletic clothes.
2.30 to 4 p. m.	Athletics.
4 to 4.30 p. m.	Bath and change to regular clothes.
4.30 to 5.30 p. m.	Study.
5.30 to 6 p. m.	Detention.

During the fall and spring terms the period for athletics is extended from 4 to 4.15, and each of the following periods is delayed a quarter of an hour, the study period then closing at 5.45, and the detention period at 6.15.[1]

This is varied in some schools by having a recitation or study period (usually for the lighter subjects) shortly after dinner, say, from 2.15 till 3 o'clock, and all athletics afterwards. As much as possible the study in preparation of lessons for the next day is done at school, usually in small groups under the eye of a teacher, who is supposed to direct rather than assist in the work, thus inculcating responsibility and self-confidence and not giving education by the "pouring in" process. The small boys are supposed to do all their studying at school, while the amount of time used for study at home varies with the age and advancement of the pupil. In no case is the parent supposed to play the part of a substitute teacher or tutor, to aid and support the efforts of the teacher.

The midday meal is a hot lunch or dinner. The boys have plenty of time to eat this without undue haste, and with the pleasant companionship of the masters and the other boys. Thus the meals add to both health and good-fellowship.

The schools are open Saturdays for punitive or deficiency work or for the purpose of permitting the boys to spend the day in outdoor play.

ATHLETICS.

As may be expected, athletics form a prominent feature in the life of these schools, for full advantage is taken of the unusual opportunities afforded for exercise in the open air. It is interesting to

[1] Adapted from the catalogue of the Chamberlayne School, Richmond, Va. The recitation periods in the various schools average 45 to 60 minutes each.

READY FOR A RACE. THE RIVERDALE COUNTRY SCHOOL, RIVERDALE ON-HUDSON, N. Y.

note the long list that may be made from the statements in the country-school catalogues of various games and forms of exercise now in use. Twenty-five forms of exercise and amusement are actually carried on, namely, football, baseball, "soccer," outdoor and indoor basket ball, squash, bowling, outdoor and indoor handball, tennis, golf, cricket, track and field athletics, swimming, gymnastics, "setting-up exercises," cross-country running, tramping, horseback riding, skating, hockey, coasting and tobogganing, skeeing, snowshoeing, and for the little boys the games of prisoner's base, hide and seek, and snow forts. Certainly they should delight the heart of any normal American boy with good red blood in his veins.

Most of the schools have special physicians, who examine the boys, note any weakness or peculiarity of development, and prescribe the most beneficial form of exercise. All the athletics are under the close supervision of trained instructors, and many of the masters join with the boys in their play, seeing that all take part and that a good spirit of fairness and sportsmanship is cultivated.

These schools have made a healthy fight against a bad tendency common to most schools and colleges. They refuse to bend all their efforts toward producing a winning team for interscholastic matches and to permit the rest of the boys to look on from the side lines. Matches between the teams of different schools are allowed, and even encouraged, but an effort is made to keep them within moderate bounds. It is usual to require each boy to make a complete change of clothing for athletics and to follow the exercise by a shower bath or "rub down." In this way are prevented the colds that usually follow from becoming overheated and then sitting in clothing damp from perspiration.

A study period follows the afternoon sport. The boys come in to it wide awake and all aglow and make good progress toward mastering the lessons for the next day.

Five of the schools put an absolute prohibition on all smoking for boarders, and for day pupils from the time the boy leaves home in the morning until he returns home in the evening and is again entirely under the direction and control of his parents.

EXPENSES, TUITION, ETC.

As a general rule these schools are of necessity expensive, and this matter of expense may be considered to be the greatest handicap under which the movement rests. At present only the sons of people of means can enjoy its advantages. The next task for educators is to bring the benefits of these schools within the reach of a wider circle of people.

The charge for tuition ranges from $125 to $450 per year for day pupils, varying somewhat with the age of the boy and the location

of the school, the average being about $250. Several schools include in this amount the cost of the midday lunch or dinner, but the larger number charge in addition $1.50 or $2 per week, or, perhaps, $75 per year, for this meal.

The charge for boarding pupils is more moderate than that made by the large boarding schools of the standard type. It ranges from $400 to $950 per year, with an average of about $700. Several of the schools require various "extras" for both boarding and day scholars, the most usual being a yearly charge of $5 or $10 for the athletic association, or of $10 to $15 as a fee for laboratory, manual training, drawing, or music.

SPECIAL FEATURES.

While it appears that none of the regular country schools is under church direction or supervision, yet all stress a broad-minded, sincere, religious life as the ideal for every normal man. The day opens with a religious service and Bible readings or moral and ethical instruction. Among the school patrons are Protestant and Catholic, Jew and Gentile, but all are able and willing to join in the practice of a broadly tolerant religion that is worthy of the American ideal.

It is understood when a boy enters any one of these schools that it is the right of the authorities to require his withdrawal if at any time they deem his presence undesirable.

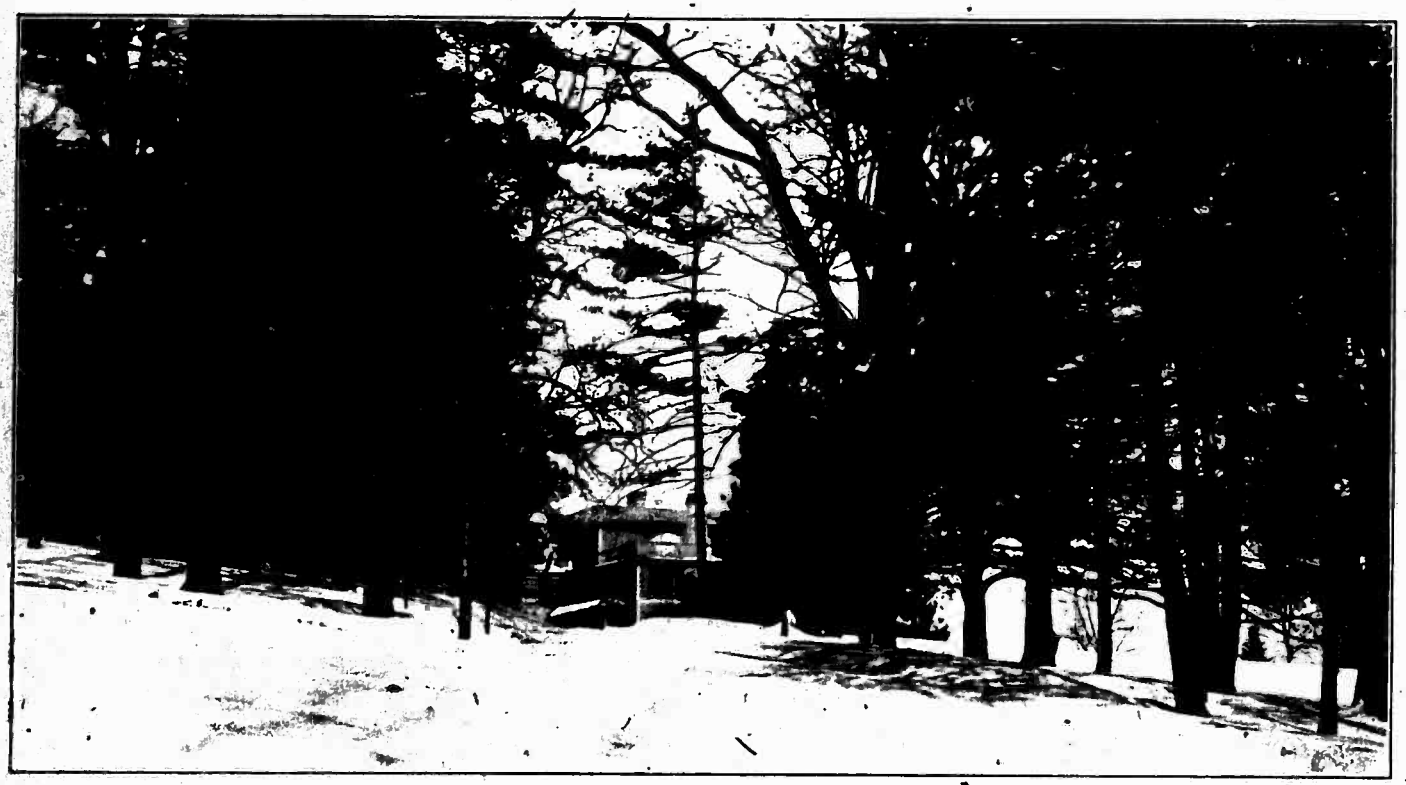
Each school has its own characteristic features, many of them of great merit, as the following brief description will amply testify.

The Gilman School has for little boys of about 8 to 10 years an "open-air school" under the charge of a special teacher (a woman). It occupies a small, plain, wooden building, built up on three sides without windows, and the fourth side, with southern exposure, entirely open to the fresh air. Here are desks and necessary school furniture, and, wrapped up warmly, the children study and recite as in an ordinary schoolroom. So far no special difficulty has been experienced, even in the changeable climate of a Baltimore winter, and, as in the case of like experiments in public schools, the results for sick and delicate children have been most successful.

The Boston Country Day School makes a special feature of nature study, for which its situation affords great opportunity. Also great emphasis is laid upon vocal music for all students.

The Riverdale School has given successful performances, by the boys, of Shakespearean plays, notably "Julius Cæsar," "Midsummer Night's Dream," and "As You Like It." It also has frequent lectures and addresses, illustrated with stereopticon views.

The Nichols School has business courses and training in carpentry, while the Chamberlayne School has frequent excursions, under the direction of the head master, to near-by points of historic interest.



THE COUNTRY DAY SCHOOL FOR BOYS OF BOSTO[illegible]WTON, MASS.

The policy of the Columbus Academy is "to avoid a multiplicity of studies at one one time, but to give to those pursued earnest and thorough attention."

The Masses County School, the Minneapolis Country School, and the Louisville Country Day School make a specialty of preparing boys to enter the large boarding schools throughout the country. Other schools discourage this, attempting to keep their pupils till they are ready to enter college. All the schools heartily invite visits of parents and friends, believing that there can be no greater opportunity to show the excellence of the ideas underlying their life and work.

ADVANTAGES OF THE COUNTRY SCHOOL IDEA.

In conclusion, it should be repeated that the country schools offer the advantages of boarding schools without the necessary separation from the parents. The best influences of a home are never supplied by a boarding school; and no teacher or any other person can show the loving care and affection or "insure the softening and refining influences which a mother, of all people, can best give."[1] The right sort of a father should and does have a better influence on his son than any schoolmaster, and "if the master gets a stronger hold on the boy the father suffers in seeing his son more at ease in the companionship and preferring the society of another man to his own."[2] Furthermore, the boarding school boy, when at home on his vacation, might be inclined to spend his time in a round of excitement and festivities, which would tend to pervert his idea of what a home is and how it should be enjoyed.

Finally, the school that keeps a boy in the open, with plenty of fresh air and room for healthful play and away from the streets, the matinées, and moving-picture shows, or perhaps from really harmful diversions, needs no further excuse for its being. The great problem is, how the advantages may be extended to the enormous mass of our public-school children, girls as well as boys. If school boards in country districts can consolidate schools for the purposes of efficiency and arrange for the transportation of children from widely scattered districts to a central school, why can not the method be reversed in the case of the city children? This means the arrangement of such matters as transportation, the noonday lunch, and supervision of athletics and play. It also means the formation of a public opinion necessary for inaugurating the movement and carrying it through.

It has been suggested that for the present, in the congested districts of our cities where the need of a change of conditions is more pressing,

[1] Quoted from Nichols School catalogue.
[2] Quoted from an address by Mr. S. K. Kerns, head master of the Boston Day School.

the tops of high office and loft buildings might be utilized. Schools for a moderate number of pupils might be organized, taking the more delicate and anemic children first. Here there would be plenty of fresh air and plenty of room to play. Small houses for families are sometimes built there. Why not small school buildings and perhaps open-air classrooms? One or more passenger elevators could be reserved for the exclusive use of the children at certain hours. The isolation of the top of the building would minimize any danger of disturbing the regular tenants. The added revenue from the rent of the roofs should prove sufficient inducement to secure the cooperation of the owners of the buildings.

These are merely suggestions. The problem is before the American people, who some day will solve it.

○