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SPECIAL FEATURES IN CITY SCHOOL SYSTEMS

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SPECIAL FEATURES IN CITY SCHOOL SYSTEMS.

INTRODUCTION.

All superintendents of schools in cities of 5,000 population and over were recently invited by the United States Commissioner of Education to describe plans or methods they had worked out in their respective schools during the past few years.

In response to this invitation, several hundred letters were received. Some gave complete accounts of one or two new things successfully accomplished or of experiments now making; others made but brief mention of numerous things adopted during the past year or two, such as new courses of study, departmental teaching in the grammar grades, medical inspection, manual training, etc. This bulletin brings together extracts from many of the letters and from school reports referred to in other letters. Plans, methods, and devices that have been actually worked out or that are now being tested are of more interest to the practical school man than what some one thinks should be done. If this document meets with approval, other bulletins of like nature, containing more detailed accounts, will be published. The main purpose is to call attention to the new and promising things attempted in city schools and especially in the schools of the smaller cities.

Some of the newer plans of school organization are not described, as bulletins regarding them are in course of preparation. No interpretation or recommendation regarding the various plans described herein is attempted. The reader must decide how many and which of the plans are practicable and which ones are suitable for adaptation or for trial.

Especial attention is called, however, to the cooperative industrial courses at Fitchburg, Mass., Hammond, Ind., York, Pa., and other places. These courses seem to be solving the problem of trade education in a practical and economical way. The compiler of this bulletin visited the cooperative schools at Fitchburg, Mass., and York, Pa., and found that the school authorities, the manufacturers, the parents, and the boys are enthusiastic over the course, many of the boys saying that they would not now be in school if this course were not offered.

One of the most difficult problems a school board or a superintendent has to meet is that of arranging a just and equitable salary schedule for the promotion of teachers. It is a well-known fact

that promotion on experience alone does not always reward the best teachers, and that this method of promotion does not tend to call forth special effort at improvement on the part of the teacher. It may, however, help retain teachers in service for a greater number of years. Advanced education and professional training, according to some of the more thoughtful school men, should be rewarded in every salary schedule. Dr. Strayer and Dr. Thorndike find that in formal salary schedules the premiums usually given are too low for education and too high relatively for experience in teaching.[1]

The methods for the classification and promotion of teachers at Asheville, N. C., Owensboro, Ky., and Beaver Falls, Pa., cities of from 12,000 to 25,000 population, are worth considering. They may be suggestive to the superintendent who attempts to prepare a salary schedule based upon education and merit rather than upon length of service.

Many plans have been devised to break up the "lock-step system" of yearly and half-yearly promotions of pupils. The plan of promoting pupils in the schools of Malden, Mass., may appeal to the reader and suggest a better way of advancing children from grade to grade than the rigid systems now in vogue in many city schools of this country.

To many cities vacation schools, planned to educate through play, are not new, but summer schools planned for instruction in arithmetic, grammar, history, etc., at public expense, are comparatively new. In Newark, N. J., is a notable example. It would seem from the report of the superintendent of that city that school work in July and August causes no ill effects upon either the child's or the teacher's health. Statistics giving enrollment and attendance show that the two summer schools conducted last year in Newark were popular and profitable. The experiment is one that will be watched with interest.

How to secure educational and professional growth in a corps of teachers is a problem that confronts many superintendents. Several plans are suggested in this bulletin that are at least practicable for those cities that are making use of them. The Quincy method would be feasible, no doubt, in a number of cities located near normal schools or colleges. Placing premiums on educational growth and professional training, as at Owensboro, Ky., should be a great stimulus to the improvement of teachers in service. The "Sabbatical year" at Schenectady, N. Y., offers a means of improvement of teachers who have rendered good service and would be benefited by a year spent in travel and study. The plan adopted at Bozeman, Mont., of requiring teachers to attend a summer training school every few years will doubtless meet with approval.

[1] Educational Administration.

Attention is called also to the method of teaching sex hygiene in several cities, to the unique plan at Winston-Salem, N. C., of training for citizenship by having the pupils participate in some of the activities of that city, to the devices employed in several cities for improving the health of school children, and to the miscellaneous notes which mention a few of the newer things some superintendents are testing.

ALL-YEAR SCHOOL.

Newark, N. J. A. B. Poland, superintendent of city schools, Report, 1911–12.—On June 1, 1912, two all-year schools were opened in Newark, N. J., partly for the purpose of proving (1) that, under proper conditions of discipline and instruction, pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August; (2) that the continuous session through July and a greater part of August saves an enormous loss of time and energy.

In order that the failure of this experiment could not be chargeable to unfavorable conditions or to bad management, but, rather, to some radical defect in the all-year plan itself, two schools were selected in preference to others, as—

(1) Each was located in a thickly congested district where social and economic conditions are favorable to an all-year school.

(2) A large percentage of the children had been accustomed to attend summer schools, which for many years had been maintained in these buildings for six weeks during July and August.

(3) The pupils of these schools are mostly of foreign descent—Jewish and Italian—whose parents are desirous of having them make as rapid progress as possible.

(4) Both are large schools, regularly enrolling about 2,000 pupils each, a number large enough to secure a safe as well as economical trial of the plan.

(5) A preliminary canvass of pupils likely to attend the all-year schools showed a probable enrollment of about 70 per cent of the entire number regularly enrolled.

(6) The principals of both schools are good organizers and well equipped professionally for an experiment of this kind.

As a result of the year's experiment the following recommendations are made for the year 1913:

(1) That the experiment be continued in the Belmont Avenue and Seventh Avenue Schools.

(2) That one, or perhaps two, more of the best-attended summer schools (six weeks half-day schools—28 of them) be made all-year schools, beginning June 1, 1913.

(3) That one of the three high schools, preferably the Central Commercial and Manual Training, be organized on the all-year plan.

(4) That the number of all-year schools be increased only gradually thereafter as the public, with full knowledge of their value, may insistently demand.

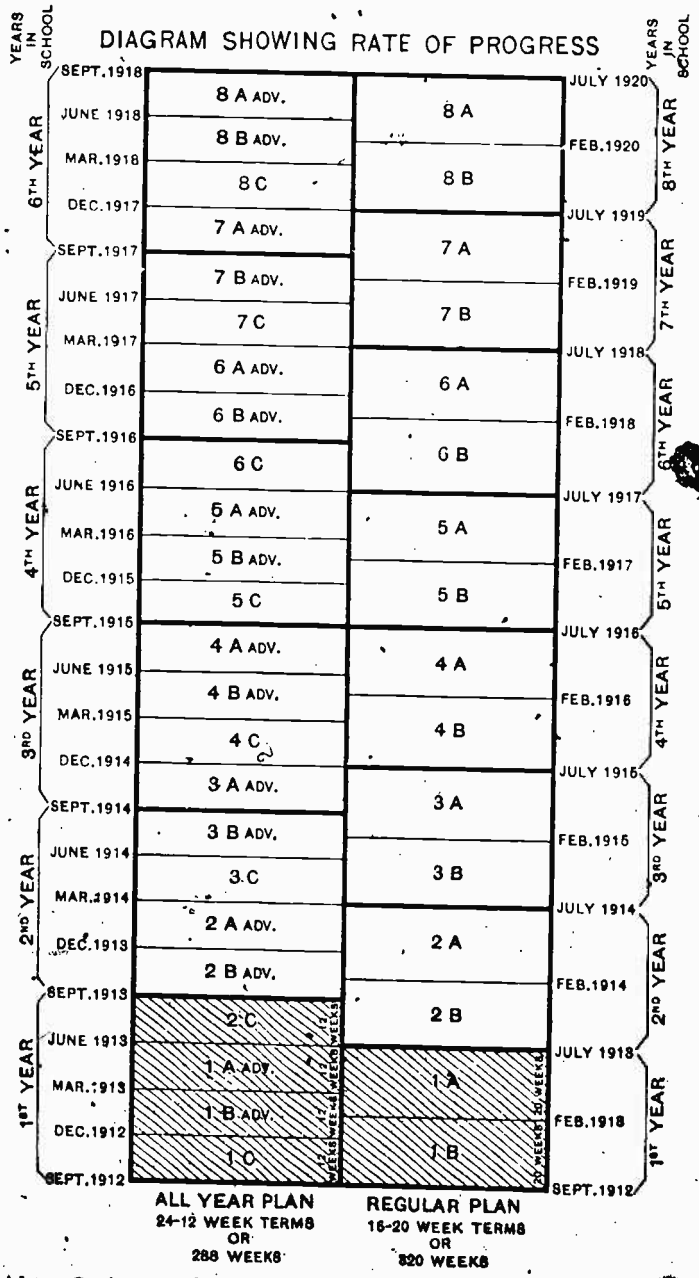
Organization.—The organization of the all-year summer schools was easily accomplished by dividing each year, or grade, into three divisions, called C, B advanced, and A advanced. The course of study also was divided into three equal parts of 12 weeks each. The following diagram is designed to show the coordination of the all-year plan with the regular plan, the correspondence of the various grades under both plans, the length of time taken by both plans to cover the elementary school course, and also the comparative progress of pupils by the two plans.

It will be seen that each year's work under the regular plan is divided into two terms of 20 weeks each, while each year's (or grade's) work under the all-year plan is divided into 3 terms of 12 weeks each. Thus the C class in each grade will do the first two-thirds of the work of the corresponding B class of the same grade under the regular plan. The B Advanced class in each grade will do the last one-third of the work of the corresponding B class and the first one-third of the work of the corresponding A class. The A Advanced class will do the last two-thirds of the work of the corresponding A class. This division makes it comparatively easy to assign a pupil transferred from another school to the proper grade with little or no loss of time or grade, to the pupil so transferred.

The pupil attending four 12-week terms in any calendar year gains one-third of a grade's work over pupils under the regular plan. This means a gain of two full grades in six years, enabling the pupil to complete the eight grades' work in six years, instead of eight years according to the regular plan. Thus a pupil entering the first grade September 1, 1912, under the regular plan and making regular progress will be able to enter the high school September 1, 1920; whereas a pupil entering the first grade at the same time, and progressing regularly through the grades of the all-year plan, will be ready to enter the high school September 1, 1918, that is, two years earlier.

It is essential in order that the regular plan and the all-year plan may be carried on side by side and without friction that the dates for the beginning and ending of vacations should be, as nearly as practicable, the same. This is easily effected because of the fact that the eight added weeks of the year are all in July and August when the regular pupils are having their vacation. Instead of the usual ten weeks vacation in the summer, the all-year pupils get but two weeks. At all other times of the year pupils under both plans have vacations of the same length and at the same time.

Such, in brief, are the practical details of the all-year plan. I have not been able to find any serious difficulties on the administra-



tive side. Owing to the fact that the course of study under the all-year plan is divided into three sections of 12 weeks, instead of into

two sections of 20 weeks, and inasmuch as our high schools are all now organized on the latter plan, the class that graduates from the all-year school on December 1 will not be able to enter the high school until February 1, eight weeks later. So, also, the classes that graduate March 1 and June 1 can not enter the high school immediately without some readjustment being made. It may be found desirable to make one of our four high schools an all-year school, or to provide for the admission into the high schools of irregular classes, as is done in the case of promotions from the evening elementary schools to the evening high schools, which have a longer term and whose graduations are not synchronous.

Statistics of enrollment, attendance, etc., of all-year schools from June 1, 1912, to August 23, 1912.

	Grammar.	Primary.	Kindergarten.	Total.
Total enrollment	704	1,695	390	2,849
Average enrollment	703	1,541	370	2,614
Average attendance	668	1,427	302	2,397
Number who left during term	81	182	19	282
Per cent of attendance (State rule)	94.9	92.5	81.3	91.7
Number of pupils promoted	651	1,311		1,962
Number of pupils not promoted	29	184		[1] 213
Per cent of pupils promoted	95.7	88		90.2
Number of cases of tardiness	102	376	67	545
Number of cases of truancy	2	1		3
Number of cases of illness of pupils attributable to school	1			1
Number of days illness of teachers (75 in all)				13.5
Number of cases of quarantine, teachers and pupils				5

[1] Reasons for nonpromotion—Irregular attendance, 43; personal illness, 0; mental incapacity, 43; physical defect, 5; lack of interest, 25; entered late, 12; other cause, 85; total nonpromoted, 213, or 9.8 per cent.

COOPERATIVE INDUSTRIAL COURSES.

York, Pa. Atreus Wanner, superintendent of city schools, Report, 1911–12.—At a meeting of the York school board, held May 11, 1911, a committee was appointed to go to Fitchburg, Mass., to investigate the cooperative industrial course in that city. At the same time the manufacturers' association appointed a committee to accompany the representatives of the school board, with instructions to make every effort to ascertain all the objections that had arisen or that could be urged against the Fitchburg plan.

The committees visited Fitchburg May 18, 1911, and after returning presented full reports of their conclusions. Both unanimously recommended the plan.

A committee from the school board, together with the city superintendent, met and conferred with the manufacturers of York to agree upon a plan and outline a course of study for cooperative industrial education in the high school of that city.

It was thought best to take up only one trade the first year, that of machinist, and to add other occupations as the course developed. The manufacturers whose services were enlisted reported that they were willing to place 80 boys who desired to learn the machinist's trade.

Opportunity was then extended to all high-school boys who had satisfactorily passed the first year and who desired to take up the machinist's trade to enroll.

These boys were permitted to express any shop preferences they had, but the final decision as to location was made by Mr. R. E. Gephart, secretary of the manufacturers' association. Boys and parents were referred to him.

Course of Study.—The cooperative course extends over a period of four years. The first year is spent wholly in school and is intended to specialize somewhat in those subjects that will aid the boy in taking up shopwork. The next three years are devoted to part school and part shopwork. During the time the schools are in session each boy attends every alternate week. The remainder of the year, with the exception of two weeks in summer allowed for vacation, is spent in the shop.

In school deficiencies can be made up by extra work; in the shop there is no such opportunity. Therefore, in order to complete the shop part of his course, each boy is required to work a total of 5,400 hours, divided into six equal periods of 900 hours each.

The following is an outline of the course now offered:

First year:
- Geometry.
- Algebra.
- English.
- Shop arithmetic.
- Technical sketching.
- Industrial geography (including industrial history and vocational guidance).

Second year:
- Geometry.
- Algebra.
- English.
- Mechanism of machines.
- Mechanical drawing.
- Physics.

Third year:
- Algebra.
- English.
- Mechanism of machines.
- Mechanical drawing.
- Shop trigonometry (plane).
- Physics (heat and gas engines).

Fourth year:
- Civics and sociology (sociology includes relation of workingman to himself and employer).
- English.
- Mechanism of machines.
- Mechanical drawing and machine design.
- Physics (electricity and magnetism).
- Elementary mechanics and strength of materials.

In arithmetic the instruction is made as practical as possible. The application to shop problems and business transactions is accentuated.

Free-hand technical sketching consists of free-hand drawing of machine parts in orthographic projection, thus enabling the pupil to

make free-hand sketches, and also read drawings and blue prints. No instruments are used the first year.

Industrial geography, including industrial history and vocational guidance, has been added to the course. The pupils are required to make a study of a number of trades and professions, using the following general outline:

1. Pay and opportunities.
2. Conditions required for learning the trade.
3. Educational and physical requirements.
4. What those in the trade think of its future.

Throughout the year pupils are required to hand in every alternate Monday morning a written report of the work done and facts learned the previous week while in the shop. This report is examined by the instructor for its English composition and its use of shop technique.

Instructor.—Both manufacturers and school directors were strongly of the opinion that the one to be placed in charge of the department should be a mechanic, one fully conversant with shop methods and requirements; that he should have a thorough knowledge of the theoretical side of mechanics, and that he should be possessed of the teacher's personality.

The most important part of the instructor's responsibility consists in keeping in close touch with the shopwork by inspection and through the foremen, and then in determining just what instruction will best qualify the pupil for his trade. The course has proven so popular that an assistant instructor has been elected.

Wages.—The compensation, per hour, agreed upon by the manufacturers, is the same for all shops. The following rates have been established for six periods of 900 hours each: For the first period of 900 hours, 7 cents per hour; for the second period, 8 cents; for the third period, 9 cents; for the fourth period, 10½ cents; for the fifth period, 12 cents; for the sixth period, 15 cents.

Shop Agreement.—Owing to the fact that the work is part in school and part in shop, and that the school has no jurisdiction over the shop and the shop no jurisdiction over the school, there are a number of conditions that arise that are difficult to meet. These seem to be very satisfactorily disposed of in the following agreement entered into by both manufacturer and apprentice:

RULES AND CONDITIONS

Under which special apprentices taking the four-year cooperative industrial course at the high school of York, Pa., are received for instruction at the works of—

.....

First. The applicant for apprenticeship under this agreement must have satisfactorily met requirements for entrance to this course at the York High School.

Second. The apprentice is to work for us continuously, well and faithfully, under such rules and regulations as may prevail, at the works of the above company, for

the term of 5,400 hours, commencing with the acceptance of this agreement, in such capacity and on such work as specified below.

.....

.....

And such other work, according to the capability of the apprentice, as pertains to our branch of manufacturing. This arrangement of work to be binding unless changed by mutual agreement of all parties to this contract.

Third. This contract becomes null and void if and when the cooperative industrial course of the York High School is discontinued.

Fourth. The apprentice shall report to his employer for work every alternate week when the York High School is in session, except during vacation periods provided below and he shall be paid only for actual time at such work.

Fifth. The apprentice is to have a vacation, without pay, of two weeks each year, during school vacation.

Sixth. The employer reserves the right to suspend regular work wholly, or in part, at any time it may be deemed necessary.

Seventh. Should the conduct or work of the apprentice not be satisfactory to employer or to said high-school authorities, he may be suspended for a time, or dismissed, by the employer without previous notice. The first two months of the apprentice's shopwork are considered a trial time.

Eighth. Lost time at either school or shop shall be made up before the expiration of each period, at the rate of wages paid during said period, and no period of service shall commence till after all lost time by the apprentice, at either shop or school, in the preceding period shall have been fully made up.

Ninth. Apprentices must purchase from time to time such tools as may be required for doing rapid and accurate work.

Tenth. The said term of 5,400 hours (three-year shop term), shall be divided into six periods as stated below, and the compensation shall be as follows, payable on regular pay days to each apprentice:

For the first period of 900 hours .... cents per hour.
For the second period of 900 hours .... cents per hour.
For the third period of 900 hours .... cents per hour.
For the fourth period of 900 hours .... cents per hour.
For the fifth period of 900 hours .... cents per hour.
For the sixth period of 900 hours .... cents per hour.

Eleventh. The above wage scale shall begin the first week the apprentice enters upon the first year of shop work of the high school industrial course.

These papers, subject to the two months' trial noted in paragraph 7, shall be signed by the parties to the contract at the time the boy enters the shop.

The satisfactory fulfillment of the conditions of this contract leads to a diploma, unless the course is discontinued, to be conferred upon the apprentice by the board of school directors of the school district of the city of York, Pa., upon his graduation, which diploma shall also be signed by an officer of the company with which he served his apprenticeship after serving the specified time.

Agreement.

I, ... (Applicant's name in full.), by and with the consent of ..... (Parent or guardian's name.), my Parent or Guardian, who evidences his consent by entering into this agreement, hereby request ..... (Firm's name.) to receive me into their works, thereby giving me an opportunity of learning the trade of ..... (Trade.) at my own risk of life, bodily injury, and health, and under and subject to the foregoing rules and conditions, to which I expressly agree, and which I accept as a part of this agreement, and I hereby covenant, promise, and agree, in consideration of the premises, to be bound and governed by said rules and conditions, and, further, to well and faithfully perform my duties

I consent to this agreement, and request ..... (Firm's name.) to receive said ..... (Applicant's name.) as above, and in consideration of the premises, I, his ..... (Parent or guardian.), hereby become responsible to ..... as security for the faithful performance of this agreement.

In witness whereof, we have hereunto set our hands this ..... day of....., A. D. 191...

.....
(Applicant's signature.)

.....
(Parent or guardian's signature.)

Witness:

.....
.....

Agreement of Relative or Guardian.

I, ..., (Parent or guardian.) of the above-named ....., (Apprentice.) do hereby give my consent to his entering the employ of the said ..... (Employer.) upon the terms named in the above articles of agreement; and I further agree that in consideration of such employment the wages or earnings of my said ..... (Son or ward.) shall be paid directly to him, and I hereby release all claim that I now have or may have hereafter thereto.

Dated at ..... this ..... day of ....., 191..

.....
(Parent or guardian.)

Witness:

.....
.....

We hereby accept the applicant as apprentice under the above rules and conditions, this ..... day of ....., A. D. 191...

.....
(Firm's name.)

Witness:

.....
.....

This is to certify that the within named ..... completed his term of apprenticeship.

.....

Enrollment.—In this course 121 pupils are enrolled; 56 in the first year, 43 in the second, and 27 in the third. Next year, term of 1913–14, when the four-year course will be in full operation, the enrollment will probably reach 180. The total enrollment in the high school is 656. Of this number, 320 are boys; thus more than one-third of the boys are enrolled in the cooperative industrial course, many of whom would not now be in school were such course not offered.

The trades taught and the number learning each are as follows: Machinist trade, 61; wooden patternmaking, 3; metal patternmaking, 2; cabinetmaking, 2; plumbing, 1; and automobile repair, 4.

Fitchburg, Mass. Report by W. B. Hunter, supervisor of cooperative industrial course.—The cooperative industrial course in the Fitchburg High School, Fitchburg, Mass., is now in the fifth year of its existence. This course covers four years. The first, or freshman, year is spent in school; during the remaining three years the student alternates between the school and the shop or factory, spending a week at a time in each. Fourteen manufacturing establishments have cooperated with the school authorities in making the course possible. Apprenticeship is offered at present in the machinist's trade, patternmaking, sawmaking, drafting, iron molding, tinsmithing, piping, printing, textile, and office work. There is, however, no limit to the number of trades that may be chosen. The entrance requirements are the same as for the regular high-school course.

A trial period of two months in the shop is begun at the end of the first year of schooling. In this way the student is enabled better to determine his own aptitudes and to decide whether he wishes to enter upon the course permanently. At the expiration of this period an agreement to continue is signed by parents and employer. Under this agreement the apprentice is to continue the course to its completion (three years), and the employer, on his part, agrees to teach the apprentice the rudiments of the trade designated in the agreement. This serves as a contract between parent and manufacturer, and it tends to keep the boy in school and to secure for him proper care and treatment.

During the sophomore year the apprentice receives 10 cents an hour for work in the shops; during the junior year, 11 cents an hour; during the senior year, 12½ cents. This amounts to $165 for the first year, $181.50 for the second year, and $206.25 for the third. An aggregate of about $15,000 is now earned by the three classes alternating between school and shop during the year. Work in the shops is provided during vacations. On Saturday mornings the boys who have been in school during the week go to the shops to familiarize themselves with the work that will be left by the retiring class.

Two classes, numbering 30 pupils, have been graduated from the course. Of the class of 1911 four are attending the cooperative courses in the University of Cincinnati, continuing their studies for engineering or teaching. One member of the last class to graduate is now in Mechanics Institute, Rochester, N. Y. Graduates who have entered upon their respective trades earn from $2.50 to $3.50 per day. After graduation a boy may prepare himself for a technological course in college by attending the high school another year and devoting his study to languages and other college-required subjects.

There are at present in the course 125 students. Of these, there are 47 freshmen, 28 sophomores, 28 juniors, and 22 seniors.

By making weekly visits to the shops and by inquiring of the boys when in school concerning their shopwork, the director of the indus-

trial department is enabled to keep in touch with each boy's work. If any unsatisfactory condition is found, the matter is taken up with the proprietor or foreman, and an effort is made to correct the fault. A written report of the work of the previous week is required on Monday morning of each student. Discussion of shop problems and questions regarding shopwork are encouraged in the classroom.

The studies are along such lines as will better fit the pupil to practice his trade as a skilled workman and as a thinking mechanic; they are actually correlated to the trade. English is taught, so that the boy can discuss his work in clear language and write descriptions of it that can be understood. A weekly written and oral report of his shopwork is required to be filed for reference, to show his progress. His reading is directed along such lines as will acquaint him with the history of industry and the progress of trade and invention. The classics are not ignored, however, and an endeavor is made to cultivate the esthetic nature.

SCHEDULE OF STUDIES FOR THE FITCHBURG COOPERATIVE COURSE.

	Periods per week.
First year (all work in school):	
English and current events	5
Arithmetic, tables and simple shop problems	5
Algebra	5
Freehand and mechanical drawing and bench work	8
Second year (school and shop work alternately):	
English	5
Shop mathematics, algebra and geometry	5
Physics	4
Civics	2
Mechanism of machines	5
Freehand and mechanical drawing	6
Third year (school and shop work alternately):	
English	5
Shop mathematics	5
Chemistry	4
Physics	4
Mechanism of machines	5
First aid to injured	1
Freehand and mechanical drawing	6
Fourth year (school and shop work alternately):	
English	5
Commercial geography and business methods	2
Shop mathematics	4
Mechanism of machines	4
Physics, electricity and heat	4
Chemistry	6
Freehand and mechanical drawing	5

Hammond, Ind. C. M. McDaniel, superintendent of city schools.—The cooperative courses at Hammond, Ind., a commercial and manufacturing city of 21,000 population, are unique in that the apprentice is at work for one-half of each day and in school the remainder of the day. The following are the forms of the agreement under which the pupil enters upon an apprenticeship of four years:

CONTRACT BETWEEN THE SCHOOL BOARD AND THE EMPLOYER.

Articles of agreement made and entered into by and between the school trustees of the city of Hammond, Lake County, Ind., party of the first part, and ——— ———, of the city of Hammond, Lake County, Ind., party of the second part:

Witnesseth that whereas the board of school trustees of the city of Hammond, Lake County, Ind., are desirous that the boys and girls of said city may become more efficient industrially, and that more of them may be able to remain in school a longer period, it is therefore understood and agreed, by and between the said school board of the city of Hammond, Lake County, Ind., party of the first part, and ——— ———, of the city of Hammond, Lake County, Ind., party of the second part—

1. That certain boys and girls of said city, over the age of 14 years and under the age of 21 years, are to be given opportunity to devote one-half of each school day in attendance at school and the remaining portion to be devoted to the services and employment of the said ——— ———, and that a copy of all contracts with the parents or guardian of any such school apprentice shall be approved by said school board and signed by the superintendent and become a part of this agreement as fully as though it were embodied therein.

The party of the first part agrees—

1. To submit a course of instruction which shall be offered in the school for the approval of the party of the second part, and to provide proper facilities and competent instructors for the teaching of said course.

2. Not to demand the attendance of the apprentice during the time when he should be in the service of the party of the second part.

3. To employ a competent vocational director who shall be familiar with the work of both the shop and school, whose duty it shall be to see that the terms of this contract are fulfilled.

The party of the second part agrees:

1. Not to employ a school apprentice during the time that he should be in school.

2. To submit a course of instruction in the art or trade to which the boy or girl is to be apprenticed for the approval of the board of school trustees, and further agrees to offer this instruction to the apprentice.

3. To allow a representative of the school trustees entrance to their establishment or factory at appointed times when the apprentices are employed, providing such representative does not interfere directly or indirectly with the work or employees.

The term of this apprenticeship shall be four years. At the end of the apprenticeship each party to this agreement shall issue a diploma to the apprentice if the work has been satisfactory.

In witness whereof the said parties have hereunto set their hand and seal this ..... day of ....., 19...

.....

By .....

.....

By .....

Superintendent of schools.

APPRENTICE CONTRACT BETWEEN EMPLOYER AND PARENT OR GUARDIAN.

Entered into between the ..... Co. of Hammond, Ind., and ..... (parent or guardian) of Hammond, Lake County, Ind.

This indenture witnesseth that ....., of the county of Lake and State of Indiana, has voluntarily, of his own free will and accord, put and bound ....., of Hammond, Lake County, Ind., to learn the art and trade of ..... and as apprentice to serve from this date for and during and until the full end and term of four years next ensuing; during all which time the said apprentice shall serve his employers faithfully, honestly and industriously, all lawful

commands readily obey, and demean himself in a modest, courteous and accommodating manner toward his employers and all other persons employed in and about the premises and business of his said employers; at all times protect and preserve the goods and property of his said employers, and not suffer any to be wasted or injured, and that the apprentice may acquire an education he shall attend the Hammond public school one-half of each day that school is in session, at such time as shall be arranged by the employer and the school authorities, and shall employ himself about the premises of his employers during the time five hours per day during the full term of his apprenticeship, unless otherwise ordered, and the said employers shall use their best endeavors to teach or cause him, the said apprentice, to be taught or instructed in the art or trade of ..... and to pay the said apprentice for the first year the sum of 10 cents per hour; for the second year of his services, the sum of 12½ cents per hour; for the third year of his services, the sum of 15 cents per hour; for the fourth year of his services, the sum of 17½ cents per hour.

Beginning the second year of his apprenticeship the ..... Co. will deposit to the credit of the apprentice $1 each two weeks with the treasurer of the ..... Co. This money will be deposited as a joint account of the apprentice and ..... Co. At the completion of the apprenticeship the entire sum to the credit of the apprentice in the treasury of the ..... Co. plus $25 will be paid him. If for any reason the apprenticeship is not completed, this money reverts to the ..... Co. The apprentice will be given a pass book showing the amount paid in for his account, said pass book to remain in his possession. It is understood that this money placed in the bank is not in any sense wages or payment for services rendered, but is a voluntary contribution by the employer, to be paid the apprentice in consideration of good behavior and the completion of his apprenticeship.

At the end of his apprenticeship, a diploma will be awarded to the apprentice by the ..... Co., stating that he has served the full term of apprenticeship and giving his status as a workman, and he shall at once be put on the pay roll at $15 per week and should said ..... be in the employ of the ..... Co. when he arrives at the age of 21 years, he shall at once be put on the pay roll at the regular journeyman's wages.

In case the ..... Co., by reason of destruction of or injury to their buildings or their machinery by fire, explosion, necessity for repairs, disturbance of business by strike, or by any calamity or other cause beyond their control, shall find it necessary to shut down their plant or suspend business in the whole or any part during such time of suspension the ..... Co. shall not be liable for wages or damages.

And should the said apprentice fail in any of the above requirements to faithfully perform the duties, trusts, and obligations required of him then the ..... Co. may, if they see fit, discharge the aforesaid apprentice and this contract at once become null and void.

Apprentice's signature, ...
Address, ...
Age, ...

Signed .....
Per .....
Witnesses:
.....
.....

We (1) ..... (parents or guardian) agree that our (son or ward) shall serve the ..... Co. upon terms specified above.

Witness my hand and seal this ..... day of ....., 19...

Signature of parents, ...
or guardian, ...

Approved by the trustees of the school, city of Hammond, this ..... day of..... 19...

By .....

Lansing, Mich. E. P. Cummings, superintendent of city schools.—Lansing is a manufacturing city, and its interests center more in the automobile industries and the manufacture of gas engines with accessories than any other single line.

After a personal investigation of the industrial cooperative work in the public schools of Fitchburg, Mass., and a study of this plan as inaugurated by Dr. Schneider, of the University of Cincinnati, we started a similar course September, 1912. This course was taken in charge by a practical and experienced man, who was of a fairly liberal education, and had not only served several years at his trade, but had also had experience in teaching.

Arrangements are made with two automobile companies, and other concerns of the city, whereby boys in this course, after one year's work at school, are received as apprentices in shops. From that time on their work is equally divided between the school and the shop. A carefully prepared agreement or contract is entered into and signed both by the boy and by the employing institution, whereby the apprentice is to receive certain instruction and wages at a specified rate, while on the other hand he is to give certain specified services to the employer.

The course is apparently working well. A beginning class of some 20 pupils is now taking the school work, and will start in the factory at the close of the present school year in June. The object of this course is not only to provide a rational course of study for that element of our pupils who desire specific preparation for a trade, but also to serve a purpose in the performance of the school's duty to the industries and to society.

We have already found 2 boys who the year before made an abject failure of the regular high-school course, but now are enthusiastic leaders in the work of the industrial department. Present indications are that this work will be a decided success at Lansing.

Beverly, Mass. R. O. Small, superintendent, report, 1912.—Our school has reached the stage of success from the factory point of view, and substantial improvement and visible strength from the school standpoint.

The noticeable achievement of the year was the graduation of our first class (14 boys). The attention received from the public upon this occasion demonstrated the place which the school has taken in the community. It has been accepted and indorsed as an institution worthy of support.

The wage-earning capacity of these boys when they entered the school is conservatively estimated at $6 per week.

A capitalization of the boy's economic value to the community, based on his wage-earning power at the time of entering the school,

may be placed approximately at $6,000. Six dollars per week for 50 weeks equals $300, or 5 per cent on $6,000.

The wage-earning capacity of these boys at the time of graduation ranged from $15 to $18 per week.

A similar capitalization of the boy's economic value based on the wage-earning experience of the 14 boys graduated gives a figure between $15,000 and $18,000; it varies with the individual. Fifteen dollars per week for 50 weeks equals $750, or 5 per cent on $15,000. Eighteen dollars per week for 50 weeks equals $900, or 5 per cent on $18,000.

When we sent these boys out into the factory on full time, it had cost the municipality and the State a little over $11,200 to maintain the school. The net cost to the city of Beverly was $5,600. The wages paid back to all the boys, and returned to the community during the same period, had amounted to a little over $10,000.

Giving no consideration to the remaining boys (56 in various stages of preparedness), and estimating the total cost as the price paid to place 14 boys in the shop as skilled workmen, the cost is shown to be $800 per boy.

The expenditure of $800 per boy had raised the capitalization of his economic value from $6,000 to $15,000 or $18,000; a 13 per cent investment in 2½ years had increased the capital 150 to 200 per cent. We had left an active "stock in process" (56 boys in various stages of preparedness for the trade) and the prospects of a very much larger capitalization as years go by and the graduates become more skilled. During the two and one-half years the community had been profiting by over $10,000 in wages earned by members of the school.

In the world of finance an investment of this kind would be considered very favorably. I submit it as a very interesting problem in deferred dividends.

HOME STUDY.

Sacramento, Cal. O. W. Erlewine, superintendent of city schools.—In Sacramento all required home study has been abolished, and more time is given in school for the preparation of lessons. The programs showing the lesson schedule and time schedules which are used in carrying out the idea are as follows:

SACRAMENTO, CAL., JANUARY, 1913.

Time schedule (daily), primary grades.

First and second.		Third, fourth, and fifth.	
Time.	Periods.	Time.	Periods.
9.00- 9.10	Opening.	9.00- 9.10	Opening.
9.10- 9.25	Period 1.	9.10- 9.30	Period 1.
9.25- 9.30	Physical training.	9.30- 9.50	Period 2.
		9.50-10.10	Period 3.
9.30- 9.45	Period 2.	10.10-10.15	Physical training.
9.45-10.00	Period 3.		
10.00-10.05	Physical training.	10.15-10.35	Period 4.
		10.35-11.00	Recess.
10.05-10.20	Period 4.	11.00-11.20	Period 5.
10.20-10.35	Period 5.	11.20-11.40	Period 6.
10.35-11.00	Recess.	11.40-12.00	Period 7.
11.00-11.15	Period 6.	12.00- 1.00	Noon.
11.15-11.30	Period 7.	1.00- 1.10	Opening.
11.30- 1.00	Noon.	1.10- 1.30	Period 8.
1.00- 1.05	Opening.	1.30- 1.50	Period 9.
1.05- 1.20	Period 8.	1.50- 2.10	Period 10.
1.20- 1.35	Period 9.	2.10- 2.20	Physical training.
1.35- 1.45	Physical training.	2.20- 2.40	Period 11.
1.45- 2.00	Period 10.	2.40- 3.00	Period 12.
2.00- 2.15	Period 11.		
2.15- 2.30	Period 12.		

Lesson schedule (weekly), primary grades.

Studies.	First A-A and B-B.	Second A-A and B-B.	Third A-A and B-B.	Fourth A-A and B-B.	Fifth A-A and B-B.
Reading	13-13	12-12	6-6	5-5	5-5
Language and composition	3-3	3-3	5-5	5-5	5-5
Arithmetic [1]	1	2	5-5	5-5	5-5
Spelling	2	3	4	[illegible]	3
Penmanship	5	5	5	[illegible]	3
History	2	2	2	[illegible]	3
Geography [2]	.....	.....	1	[illegible]	3
Nature study	4	4	3	3	3
Drawing	4	4	3	3	3
Music [3]	4	4	3	3	3
Manual training	5	5	4	4	4
Conduct	1	1	1	1	1
Length of period, in minutes	15	15	20	20	20
Periods available	60-15	60-15	60-20	60-20	60-20
Recitations, each class	44-15	45-15	42-20	42-20	41-20
Study periods available	16-15	15-15	18-20	18-20	19-20
Study periods required	(4)(4)	.....	15	18	19

[1] In first and second grades, time to be given to number sense training.
[2] First and second grades, geography taught with nature study.
[3] Afternoon sessions begun with music during opening period.
[4] Teachers of the first and second grades will begin to train pupils for study. Study periods required—Third grade, reading 6, spelling 4, and arithmetic 5. Fourth grade—Language 4, reading 5, spelling 4, and arithmetic 5. Fifth grade—Language and geography 3 each, reading and arithmetic 5 each, and spelling 3.
[5] Physical training exercises are to be strictly observed according to time schedule.

Time schedule (daily), grammar grades.

Time.	Periods.	Time.	Periods.
9.00– 9.10	Opening.	1.00– 1.10	Opening.
9.10– 9.40	Period 1.	1.10– 1.40	Period 6.
9.40–10.10	Period 2.	1.40– 2.10	Period 7.
10.10–10.15	Physical training.	2.10– 2.15	Physical training.
10.15–10.45	Period 3.	2.15– 2.45	Period 8.
10.45–11.00	Recess.	2.45– 3.15	Period 9.
11.00–11.30	Period 4.		
11.30–12.00	Noon.		

Lesson schedule (weekly), grammar grades.[1]

	Sixth.			Seventh.			Eighth.		
	A.	A and B.	B.	A.	A and B.	B.	A.	A and B.	B.
Arithmetic	4	.....	4	4	.....	4	4	.....	4
Grammar	2	.....	2	2	.....	2	2	.....	2
Composition	.....	3	.....	.....	2	.....	.....	2	.....
History and civics	.....	3	.....	3	.....	3	.....	3	.....
Reading and literature	.....	3	.....	.....	3	.....	.....	3	.....
Geography	.....	3	.....	.....	3	.....	.....	3	.....
Spelling and penmanship[2]	.....	2	.....	.....	2	.....	.....	2	.....
General science	.....	2	.....	.....	2	.....	.....	2	.....
Drawing	.....	2	.....	.....	2	.....	.....	2	.....
Music[3]	.....	2	.....	.....	2	.....	.....	2	.....
Manual training[4]	.....	3	.....	.....	3	.....	.....	3	.....
Length of recitation period	.....	30	.....	.....	30	.....	.....	30	.....
Available periods	.....	45	.....	.....	45	.....	.....	45	.....
Recitations, each class[5]	.....	29	.....	.....	28	.....	.....	28	.....
Study periods available	.....	16	.....	.....	17	.....	.....	17	.....
Study periods required	.....	16	.....	.....	17	.....	.....	17	.....

[1] No home study demanded.
[2] Divide each period between penmanship and spelling.
[3] Afternoon opening periods given to music four times a week by class teachers and once to talks on conduct by principal or class teacher.
[4] Woodwork in all grades for boys. Sewing in sixth and A seventh, and cooking in B seventh and eighth for girls.
[5] Physical training exercises must be strictly observed.

Study periods required.

	Sixth.		Seventh.		Eighth.	
	A.	B.	A.	B.	A.	B.
Arithmetic	4	4	4	4	4	4
Grammar	2	2	2	2	2	2
History and civics	3	3	3	3	3	3
Geography	3	3	3	3	3	3
Reading and literature	3	3	3	3	3	3
Spelling	1	1	1	1	1	1
General science	.....	.....	1	1	1	1
Total	16	16	17	17	17	17

Meriden, Conn. David Gibbs, superintendent of city schools.—The amount of home study in the Meriden grammar and high schools is being reduced, while more study is being required in schools under the direct supervision of the teachers of the various subjects.

HONOR LEAGUE.

Lynchburg, Va. W. M. Black, principal of high school.—An Honor League was organized in the Lynchburg High School in 1909 by the alumni of the high school who were in attendance at the University of Virginia, where the honor system prevails.

Representatives were chosen from each class in the high schools to draft a constitution, the pledge reading:

> We, the undersigned, do hereby pledge that we will neither give nor receive assistance on any written test whatsoever and will do our best to promote honor in the Lynchburg High School.

If a pupil is seen cheating he is not reported to the principal, but a committee of the league goes to him and warns him that the honor of the school does not permit cheating. If he does not heed the warning, he is brought before the executive committee of the Honor League and a committee of his own class and given an opportunity to prove his innocence. The accused may have witnesses in his or her defense. If adjudged guilty, the executive committee recommends that he or she be suspended or punished in some manner by the principal and faculty, who cooperate but do not interfere with the plans of the league. Any conduct that affects the honor of the school becomes a matter for investigation by a committee of the league.

IMPROVEMENT OF TEACHERS.

Quincy, Ill. E. G. Bauman, superintendent of city schools.—In May, 1911, Supt. E. G. Bauman submitted to the board of education a schedule setting forth a standard of professional training and minimum requirements, together with a salary scale commensurate therewith. In accordance with his recommendation the schedule was approved unanimously by the board and became effective at once. At a conference between Supt. Bauman and Prof. J. E. McGilvrey, of the department of education of the Western Illinois State Normal School, arrangements were made whereby the State Normal might offer instruction to classes of Quincy teachers by sending to Quincy at regular periods members of the faculty to teach the classes thus organized. About 75 teachers enrolled for the work and they met every Friday afternoon for the purpose of receiving instruction in psychology and the principles of teaching. More than 60 of these teachers enrolled at the summer session of the State Normal School and several more attended the summer session at other professional schools. Nearly 20 of the teachers finished the required work at the State Normal School last summer and received their diplomas. As many more will complete the work and receive diplomas during the summer of 1913. About 75

teachers are now organized in classes and are receiving instruction on Thursday and Friday afternoons of each week from faculty members of the State Normal School. Instruction is being given in psychology, principles of teaching, history of education, sociology, physiography, and geography method.

The results have been so satisfactory that the teachers as a body have become enthusiastic and inspired with a desire to further their professional advancement. All of which means that in a very short time every teacher in the Quincy schools will be a graduate of a State normal or some other professional training school. The movement has raised very noticeably the standard of the work that is done in the schools.

Trenton, N. J. Ebenezer Mackey, superintendent of city schools.—A feature in the Trenton schools is the system of extension courses of study through which the teachers take work for a college degree under professors or instructors of the University of Pennsylvania or of Columbia University. Courses are maintained in such subjects as sociology, psychology, methods of teaching, English, and German. As many as 65 per cent of the Trenton teachers have been enrolled in one year as students in these extension courses. Teachers of exceptional skill and efficiency who pursue such advanced professional courses of study are eligible to four special increments in salary, amounting to $160. Any teacher may have leave of absence for a year of study, for educational travel, or for the benefit of her health without forfeiture of salary, except the pay of a substitute at the salary of a beginning teacher.

Gloucester, Mass. Freeman Putney, superintendent of city schools.—A "Teachers' lecture course" is making itself felt in Gloucester and in adjacent towns. One lecture each month is given in this course, on Friday afternoons, the schools closing on each lecture afternoon to enable the teachers to attend. It is supported by such people of the district as see in it a valuable privilege and are eager to avail themselves of it. A merely nominal charge, $1 for the series of eight lectures, is made to meet the expense of securing eminent talent.

The lectures are intended to be inspirational rather than pedagogical in character. By having the lectures in the afternoon, all the teachers can be present.

Monnessen, Pa. H. E. Gress, superintendent of city schools.—For the past two years a series of lectures on literature and education has been given the teachers by an instructor in the West Virginia University. This year arrangements were made so that those teachers who wished to take work for college credit could do so under the direction of the instructor.

Trinidad, Colo. J. R. Morgan, superintendent of city schools.—In order to have teachers do a certain amount of reading along professional lines, the Board of Education of Trinidad, Colo., passed a resolution to the effect that no certificate would be renewed unless the teacher had done a minimum amount of professional work each year preceding the expiration of her certificate. Fewer teachers will be dropped from the list, as all of them have become interested in various lines of professional study.

Bozeman, Mont. R. J. Cunningham, superintendent of city schools.—Beginning with the summer of 1913, teachers are required to attend a summer school of recognized standing one summer in each four. The rule implies that a teacher must submit a certificate showing that she received credit for at least two courses while in attendance at the summer school.

Sedalia, Mo. J. P. Gass, superintendent of city schools.—For the last three years there has been an extension class for the teachers of the grade school, conducted by the Warrensburg Normal for the benefit of the teachers of Sedalia, and for the last two years an extension class has been conducted by the University of Missouri for the benefit especially of the teachers of the high school and others. Credits toward graduation are given by both these institutions to those who complete a course and take the examination.

Schenectady, N. Y. A. R. Brubacher, superintendent of city schools.—To promote the standard of teaching, the teachers of Schenectady are allowed a sabbatical year for study and travel with one-third payment of salary. The conditions are as follows: The teacher must map out a course of study in some recognized institution of learning and have it approved by the superintendent of schools in advance. In cases of travel, her itinerary must be approved in the same way. A teacher may have such sabbatical year once in ten years, and in exceptional cases once in seven years.

Each teacher accepting such leave of absence agrees to teach in the Schenectady schools for at least three years. If she fails to return after the leave of absence, she refunds the amount of salary advanced. If she leaves after less than three years' service, she refunds a pro rata amount of the salary advanced. These provisions have been accepted by many of the Schenectady teachers.

Council Bluffs, Iowa. J. H. Beveridge, superintendent of city schools.—Every teacher in the elementary schools is required to give a model lesson with her own pupils before the other teachers of the building with which she teaches. She may select her own subject for presentation, the idea being that no opportunity will then be given to the teacher to excuse herself because she would rather have presented some other subject.

CARING FOR THE PUPILS' HEALTH.

Chicago, Ill. Mrs. Ella Flagg Young, superintendent of the Chicago public schools, report, 1912.—Upon no single question do more letters of inquiry come to the superintendent than upon that of sex hygiene. The burden of the letters is in regard to a scientific basis of instruction. It was decided in the latter part of the year not to attempt any instruction on the subject in the high schools. But on the 1st day of May the board adopted the following recommendation, which was presented by Dean Walter T. Sumner, chairman of the committee on sex hygiene:

The committee on sex hygiene reports that there is widespread belief that special instruction should be given in the city on the question of sex hygiene, and that the best way to approach this matter, in the interest of the children in the public schools at the present time, is through the parents. It therefore recommends that $2,500 be set aside for the teaching of sex hygiene to the parents of the children of the public schools of Chicago, to be distributed as follows: $1,000 to be used during the present school year in securing physicians to give two lectures in school buildings to parents, the physicians to be selected by the committee on sex hygiene and the superintendent of schools, and the remainder of the money to be devoted to the same purpose in the fall of 1912.

Steps were taken immediately to have 20 courses of 2 lectures each delivered in various parts of the city. There were present at the first 20 lectures 907 adults, and at the second 20, 1,303 adults. The lectures to men were given in the evening; to women in the afternoon. Three of the women physicians were qualified to explain in language other than English—Russian, Polish, Bohemian. Several physicians reported a personal interest on the part of the parents which led them to seek advice after the close of the lectures. Many mothers brought their little children with them to the lectures. It has been suggested that it would have been well to invite parents to bring their older children with them, because the lecture heard by parent and child would form a subject of conversation that might not otherwise be broached by the parent.

Birmingham, Ala. J. H. Phillips, superintendent of city schools, special report, 1912.—The following outlines of the afternoon lectures to mothers have been prepared by Dr. J. S. McLester, medical inspector of the schools and a member of the committee on extension courses. These outlines are intended as a guide to indicate the general character of each lecture and in no sense as a restriction upon the lecturer:

LECTURE I.

Relation of mother to child from conception until the age of entering school.

(*a*) The physiology of pregnancy.
(*b*) The obligations of the mother to the unborn child.
(*c*) Prenatal influences.
(*d*) The laws of heredity.
(*e*) The age at which most children receive sex enlightenment and its usual sources.
(*f*) The mother's duty to anticipate with suitable instruction these influences.
(*g*) The first lessons in sex enlightenment.

LECTURE II.

The normal phenomena of adolescence.

(*a*) Reproduction our highest and most sacred function.
(*b*) The significance of menstruation and its physiology.
(*c*) The fallacy of the current belief that continence is harmful; its necessity and value.
(*d*) The consequences of abuse and unethical exercise of the reproductive functions.
(*e*) The social diseases and the widespread suffering caused by them both in the guilty and in the innocent.
(*f*) The material as well as moral value of clean thoughts, reading, and conversation, and the beneficial influence of physical exercise.
(*g*) The parents' duty to teach frankly these facts to the adolescent boy or girl.

LECTURE III.

The hygiene of the home.

(*a*) Cleanliness, apparent and real.
(*b*) Food—kind, amount, preparation.
(*c*) Fresh air—its value in promoting health and in preventing disease.
(*d*) Tuberculosis in its relation to the home.
(*e*) Typhoid fever in its relation to the home.
(*f*) Scarlet fever and other infectious diseases in their relation to the home.
(*g*) Notable disease carriers—the mosquito, the bedbug, the fly, the rat.

LECTURE IV.

The problem of the child.

(*a*) His nervous system and early training.
(*b*) The value of sleep.
(*c*) His exercise.
(*d*) Food.

Parkersburg, W. Va. Ira B. Bush, superintendent of city schools.—To incorporate the subject of sex hygiene in the course of study boys and girls were taught in separate classes. When once begun this part of the course became the part least subject to sentimentality, and its effect was not morbid but elevating. A study of reproduction in the lower orders of plant and animal life was used to introduce the subject. Several books were used for reference. Talks were given by the teachers and by eminent physicians—a woman physician for the girls and a man for the boys. The talks of the physicians were confined to the care of the health as affected by the sex organs.

St. Cloud, Minn. C. H. Barnes, superintendent of city schools.—Just at present the schools are conducting a "good-health" campaign. Lectures are being given in the various schools on some phase of the subject by some 25 of the leading professional men and club women. The city is to have a good-health week at Arbor Day season and a general cleaning up will be carried on. The pulpit, press, homes, county medical association, ladies' clubs, moving-picture shows, etc., are cooperating. Essays will be written by the pupils and the best ones published in the local papers.

New Orleans, La. J. M. Gwinn, superintendent of city schools.—As a part of the cooperative work carried on by Tulane University and the public schools, all senior students of the City Normal School are required to take a course of three hours a week in school hygiene, given by three specialists from the university who go to the normal school to give the course. In connection with this work a sanitary survey of all public-school buildings in the city is planned. This survey will be made by the pupils of the senior class of the normal school, under the direction of Dr. Creighton Wellman, professor of hygiene in Tulane University, and Dr. Edmund Moss, chief medical inspector for the public schools.

The physical welfare of the child has received special attention during the past two years. In addition to the usual provisions for medical examination, under the direction of the department of school hygiene, through the liberality of the members of the Louisiana State Dental Association, without expense to the school board, the teeth of the children have been given a thorough examination by qualified dentists, some 30 or 40 dentists having participated in the examination. Full charts and reports have been made of these examinations and free dental services rendered in Tulane University dental clinic to all who could not afford to pay for such service. Reputable oculists have volunteered to examine the eyes of children, and free glasses are supplied by a local business firm to all who are too poor to pay and who apply to the firm with the prescription of the oculist and with the approval of the chief medical inspector of the public schools.

Des Moines, Iowa. W. O. Riddell, superintendent of city schools.—There is no medical inspection in the schools of Des Moines. Instead, five trained nurses spend their entire time in looking after the health of the children in the schools and in many homes.

Elyria, Ohio. W. R. Comings, superintendent of city schools.—The Elyria Board of Education began the medical inspection of school children four years ago, under competent physicians. Much good resulted, but there was a large failure in getting indifferent parents to heed the somewhat formal notices and requests. This year a trained nurse is getting far better results, because she follows cases up and convinces the parents of the needs, and shows them how to proceed. She has succeeded in getting the dentists to take their turns in treating the indigent, and she has also secured the opening of the local hospital for a free dispensary on Fridays, after school. From 5 to 25 appear there weekly for help.

Reading, Pa. C. S. Foos, superintendent of city schools.—The school physician, as medical inspector, has no authority in his official capacity to do anything more than to examine the report. That

medical inspection can only reach its greatest efficiency when the doctor's work is followed up by that of the nurse was fully demonstrated in March, 1911, when medical inspection was supplemented with the services of a school nurse. The nurse visits the homes to report the result of the examination and advises parents when necessary, not recommending particular physicians, but explaining the kind of treatment needed and how it may be had; explains to indigent parents how the various dispensaries and hospitals of the city may be used; treats contagious eye and skin diseases and other simple maladies; also visits the homes for the purpose of giving instruction, especially regarding pediculosis, and to reduce the large number of pupils absent under the pretense of illness. The number of cases of illness among the pupils reported by the teachers has gradually lessened since the advent of the school nurse.

Everett, Wash. C. R. Frazier, superintendent of city schools.—One of the distinctive features of the Everett schools has been developed in the matter of physical education, daily exercises in all the grade schools, involving movements and exercises to develop all parts of the body. Folk games to develop grace and ease and lightness upon the feet, breathing and flexing exercises, and drills of various kinds are carried on indoors with windows open wide. In the spring and fall on pleasant days children in many instances pass outdoors for these exercises, and a free outdoor recess is permitted in the middle of the forenoon each day. Regular gymnasium classes for boys and girls separately are carried on in the high-school gymnasium for the benefit of high-school pupils.

Outdoor activities of a healthful and stimulating sort are encouraged under an organization fostered by the schools and by friends of the school, who have organized "The public school athletic league." This league offers buttons and badges for all who reach a certain standard in such exercises as chinning the bar, running broad jump, running high jump, 100-yard dash, relay racing, etc. Girls' games of indoor baseball played out of doors and other suitable activities for girls are also encouraged by the athletic league. These are conducted in such a way as to secure the participation of practically all the students who have reached a suitable age.

Wilkinsburg, Pa. J. A. Allison, superintendent of city schools.—We have formed an organization called the "Mouth hygiene workers," composed of dentists, teachers, and philanthropic workers. We have secured a tooth powder and paste that we furnish to the children at a nominal cost and have a few cents profit on each package, which profit is used to pay for dental work of children whose parents are not able to bear this expense.

The dentists are in cooperation, and for every dollar spent toward educating the people in caring for their teeth the dentists will do an

equal amount of work for worthy children who are poor. Besides having the children interested in their teeth, in many instances every child in a grade owns a toothbrush and uses it. As a reward for having a brush and using it, we give checks or credit; for every five of these credits children receive a package of powder or paste which also contains a check, and when five are received from purchased packages, those five checks procure another package. So with each package sold or given, an opportunity is given to secure other packages free.

The children are very much interested in the care of their teeth and more children have visited the dentists this year than in any five previous years. The appearance of the children proves the usefulness of this plan.

JANITOR SERVICE.

Houston, Tex. P. W. Horn, superintendent of city schools, report, 1911-12.—Houston, in attempting to solve the problem of janitor service, requires a monthly report on janitors from each principal, who is required to give his opinion of his janitor's work in grades, thereby keeping the "business representative" constantly informed.

These reports are filed for record, and are used in connection with the report made by the inspection committee of the school board at the close of each year's work. Twenty-one different points of cleanliness, as it relates to janitor's service, are carefully considered, such as floors, walls, ceilings, windows, stoves and piping, transoms, casings, desks and ink wells, blackboards and their surroundings, wainscoting, supply lockers, cloakrooms, stairways, toilet systems, yards, etc.

In making inspections, a grade is given on each point, and the reports are filled as the inspection progresses. It is possible for a janitor to make a score of 105 points.

LITERARY AND CLUB WORK.

Galion, Ohio, I. C. Guinther, superintendent of city schools.—The daily program of the high school is divided into 7 periods of 45 minutes each and one of 35 minutes. Four periods in the forenoon and three in the afternoon are devoted to regular recitations and study periods. The last period of 35 minutes in the day is devoted to miscellaneous pursuits, as follows: On Monday to a literary program, in which each pupil member comes before the whole high school at least once in the year. On Tuesday the time is given to chorus practice under the direction of the supervisor of music. On Wednesday the school continues chorus practice under one of the high-school instructors. At these practices the school works out the choruses of the standard oratorios. On

Thursday the time is given to literary clubs. These clubs consist of the boys and the girls in each class organized separately. Each club is in charge of a regular instructor of the high school. Pupils are thus engaged in parliamentary practice and are induced to discuss problems of the day, in morals, health, sanitation, and the ideals of life and service. Matters pertaining to sex are discussed in ways which are not possible when both sexes are present. Friday is given to class meetings, to making up recitations, and to other work that must be done in all high schools.

Grand Rapids, Mich. W. A. Greeson, superintendent of city schools.—Social centers have been established and successfully conducted in six of the public grade schools under the direction of a supervisor employed by the board of education. He and the superintendent of schools select the workers in the social centers. The needs and desires of each neighborhood are discussed and the activities arranged so as to meet these needs and desires.

Among the activities may be mentioned chorus singing, gymnastic recreation, sewing classes for mothers, classes in domestic science for mothers, dramatics, minstrel shows, boxing matches, debating societies, illustrated lectures, and motion pictures.

The social centers are in operation during the five winter months. The workers in the social centers are usually paid for their services, but in some cases volunteers are secured. The supervisor of the social centers during the rest of the school year has charge of the boys' athletics in the public schools, and during the summer months he has charge of the public playgrounds.

PROMOTION OF TEACHERS ON QUALIFICATIONS AND EFFICIENCY.

Asheville, N. C. R. J. Tighe, superintendent of city schools, report, 1911-12.—Grade teachers are classified according to their qualification for the work. Eligibility to entrance into any class is based upon scholarship, professional training, experience, and success. Ranked in their order of importance, these qualifications are as follows:

1. Success, involving personality and schoolroom efficiency.
2. Educational preparation, as shown in professional, cultural, and academic training.
3. Experience, considering grade and length of teaching service.

Class A consists of (1) graduates of an approved university or normal college, with three or more years' successful experience in a city graded system of known efficiency; (2) teachers whose native aptitude and uniform teaching success and personal worth give them

first rank in the estimation of the superintendent and the school committee. To be eligible to this class, said teachers must have taught five years in the Asheville schools, or its equivalent in a good city system, and present evidences of systematic work and study under some person or institution of accredited worth. Teachers of class A having strong administrative and supervising ability are eligible to principalships in elementary schools. Those in class A (1) who have specialized in some subject or department are eligible to high-school work or to special supervision.

Class B consists of (1) graduates of an approved normal school or college who have had two or more years' experience in city school work; (2) undergraduates of an approved normal school or college (not less than two years counted) who have had three or more years' successful experience in city graded work; (3) teachers whose native aptitude, personal worth, and success in teaching give them second rank in the estimation of the superintendent and the school committee. To be eligible to the last-named class (3) teachers must have taught four years in the Asheville schools and present evidences of self-directed or other work, leading to increased power and breadth of culture. Teachers of this class (B) may be advanced to class A when the conditions of said class are fully met.

Class C consists of (1) graduates of the Asheville or other approved high schools, who have had two or more years' undergraduate work in an approved normal school or college; (2) teachers who in the estimation of the superintendent and the school committee rank third in schoolroom efficiency. Teachers of this class (C) may be advanced to either class B or class A upon meeting the conditions of those classes.

Beaver Falls, Pa. C. C. Green, superintendent of city schools, report, 1911–12.—The elements to be considered in determining a teacher's fitness for increase in salary are as follows:

1. Evidence of growth in schoolroom efficiency.
2. Evidence of growth in scholarship.
3. Evidence of growth in the theory of teaching.

The superintendent keeps an efficiency record of all teachers. Successful experience and fitness for increase in salary are determined by the board of directors and based upon the report of the members of the board and the superintendent's efficiency record.

Owensboro, Ky. J. H. Risley, superintendent of city schools, report, 1911–12.—The essential things taken into consideration by the superintendent of Owensboro in the promotion of teachers are education, experience, training, and success. To carry out this idea the following classification has been adopted by the board of education:

CLASS C.

To be eligible to class C, a teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. A minimum of 20 weeks' study in some standard normal school or college. The course must include some observation work or practice teaching.
3. A State or city certificate.

CLASS B.

To be eligible to class B, the teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. A minimum of 36 weeks' study in a standard normal school or college. At least one-fourth of this work must be along professional lines and must include both observation work and practice teaching.
3. Experience of 27 months or more in Owensboro city school or schools of equal standing.
4. A success grade of 85 or above.
5. A State or city certificate.

CLASS A.

To be eligible to class A, the teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. Graduation from an accredited normal school or college requiring at least a two years' course above the accredited high school. One-fourth of this work must be along professional lines and must include at least 20 weeks of observation work and practice teaching.
3. Experience, 45 months or more in Owensboro schools or schools of equal standing.
4. A success grade of 95 or above.
5. A life State diploma or certificate.

Class B carries $15 more per month than class C for grades 1, 5, 6, 7, 8, and $12.50 more for grades 2, 3, 4.

Class A carries $10 more per month than class B for grades 1, 5, 6, 7, 8, and $7.50 more for grades 2, 3, 4.

PROMOTION OF PUPILS.

Malden, Mass.: C. H. Dempsey, superintendent of city schools, report, 1912.—For some years semiannual promotions have been in force up to the eighth grade. Two years ago it was voted by the school board to extend this plan until it should continue through the high school. On January 29, 1912, the first midyear class passed from the ninth grade into the high school, and hereafter classes will enter twice a year.

More rapid average progress has been possible with semiannual promotions than with promotions once a year, owing to the smaller portion of work to be skipped or repeated. In the school year 1909–10 the number not promoted in the elementary schools was 8.9 per cent of the whole number enrolled; in 1910–11, the number not promoted was 8.4 per cent. The report for February, 1912, shows 7.9 per cent not promoted, and 6.1 per cent receiving double promo-

tion, a decided gain within two years. Unfortunately we have no previous records of double promotion for comparison.

The course of study hitherto followed has been steadily progressive, with comparatively equal allotments of advance work in all subjects for each half year, introduced by a brief review of the work of the preceding grade. Consequently, there has been no half-year that could be skipped by the quicker pupils without serious loss. On the other hand, the course being based upon the average ability of the class, there has been no half-year distinctly designed to aid retarded or slower children by thorough review and drill on the essential elements of important subjects, while they are still progressing beyond their previous attainments. These children have been obliged either to advance continually faster than they ought, or to drop back and repeat work they have already done, at best a dull and uninteresting task. To remedy these defects without creating others still more serious, and to do it in a practical way that would not involve the schools in an expensive and complicated organization, has been one of the chief problems confronting the superintendent and principals during the past year. The plan of reorganization adopted has been in active operation since September, but its full effects will not be felt for two or three years.

Under the revised plan, the course of study is intentionally made irregular, instead of regular, in progression. The first half of the third, sixth, and ninth years of the elementary course, while offering fresh work and an appreciable degree of progress, are chiefly devoted to a thorough review and mastery of the work of the preceding two years, especially in the fundamentals of the major subjects forming the foundation of all education.

To these three classes pupils may be promoted or assigned who for any reason have not mastered sufficiently well the preceding work, or who can not maintain continually the more rapid rate of progress required in the grades, and who need special individual instruction. From these classes they are promoted to the next higher grades—upper third, sixth, and ninth—somewhat in advance of pupils who may have skipped from the second, fifth, and eighth grades, thus enabling them to maintain their progress at a more nearly equal pace with their fellow pupils.

Children, on the other hand, whose progress for the year or more preceding warrants it, may skip these special classes without serious loss of knowledge or training, and finish the course in less than the regular time of nine years.

Under this plan individual pupils may receive double promotion at any time, large groups may skip half a year at three places in the course, and retarded pupils may be promoted more freely because of

the three "opportunity" classes, grades 3A, 6A, and 9A, that afford exceptional chances to remove deficiencies.

Reports from all schools for the first half year since the introduction of this plan—ending February 2, 1912—show the following results:

Grade.	Total membership.	Number of double promotions.	Per cent of double promotions	Number of detentions.	Per cent of detentions.
1.....	781	26	3.3	110	14.0
2.....	601	67	11.0	65	10.8
3.....	630	31	5.0	65	10.3
4.....	808	47	5.7	37	4.5
5.....	689	107	15.5	54	7.8
6.....	683	41	6.0	52	7.6
7.....	626	21	3.3	26	4.1
8.....	478	6	1.3	29	6.0
9.....	423	4	1.0	16	4.0
Total..	5,719	350	6.1	454	7.9

PLAN OF GRADING AND PROMOTION.

PRIMARY GRADES.

1	A	Same regular work in all subjects for all children. Class to be divided, so far as practicable, into groups according to ability. Slower group to be kept small for individual help. Change pupils from one group to the other whenever necessary. Each pupil to be encouraged and assisted to advance as rapidly as possible. Pupils of exceptional ability may be promoted at any time to next higher section. Detain only very backward pupils. Promotions in groups of different standards.
	B	
2	A	
	B	Work and grouping as in three preceding sections. Brighter pupils—say three-fifths of the class—to be promoted to grade 3 B. Rest of class to be promoted to grade 3 A. No pupils to be detained.
3	A	Pupils to be carefully drilled in deficiencies and in the essentials of major subjects. Thorough review of previous work. Advance to include one-third of grade 3 B, if possible. Class to be small for individual and special work. Promotions only at end of the grade. Detentions to be very rare.
	B	Rapid review of work of grades 2 B and 3 A. Work and organization otherwise as in grades 1 A to 2 A, inclusive.

INTERMEDIATE GRADES.

4	A	Arrangement of work, system of grading, grouping, and promotion of pupils similar to plan for primary grades.
	B	
5	A	
	B	
6	A	
	B	

PLAN OF GRADING AND PROMOTION.

GRAMMAR GRADES.

7	A	Arrangement of work, system of grading, grouping, and promotion of pupils similar to plan for primary grades.	I General course.	II Commercial course.	III Manual training course.	IV Domestic science course.
	B					
8	A					
	B		(See explanation given below.)			
9	A	Division of pupils into four courses.				
	B	Pupils may be promoted according to rank and ability.	from grade 9 B	to 10 A or 10 B	in one or more	subjects, ac-

HIGH SCHOOL.

10	A	Courses indicated follow directly and logically the preparatory courses in grades 7–9, as indicated here, but a pupil may pass from *any* grammar-grade course to *any* high-school course without loss of time.	General course.	College course.	Normal course.	Commercial course.	Scientific course.	Manual training course.	Domestic science or normal course.
	B								
11	A								
	B								
12	A								
	B								
13	A								
	B								

EXPLANATIONS.

1. Pupils of exceptional ability may be promoted at any time to the next higher section from sections 1A to 1B, 2A, 4A, 4B, 5A, 7A, 7B, and 8A; but not from sections 2B, 3B, 5B, 6B, 8B, and 9B; and rarely from 3A, 6A, and 9A.

2. Pupils may, if necessary, be detained to repeat sections 1A, 1B, 2A, 4A, 4B, 5A, 7A, 7B, and 8A; rarely in 3B, 6B, and 9B; only in the most exceptional cases in 3A, 6A, and 9A; and not at all in 2B, 5B, and 8B.

3. Pupils may be advanced according to paragraph 1 much more freely, and detained according to paragraph 2 much less frequently than heretofore, because of the flexibility provided in grades 3, 6, and 9. Essential features, however, are: (a) Division of the class according to ability in grades 1, 2, 4, 5, 7, and 8; (b) Promotion, within these grades in groups of different standards; (c) Rigid classification and divided promotion at the end of the second, fifth, and eighth grades.

4. Beginning with grade 7, pupils are required to select their course with an end in view; first, general, leading to any higher education; second, commercial, leading to business or higher commercial education; third, manual training for the boys; fourth, domestic science for the girls. The work of the seventh grade is the same for all courses, but during the year special study, information, and guidance are to be fostered to confirm wise and remedy unwise choices.

5. Work in grades 8 and 9 is to be differentiated according to courses elected—certain subjects to be common to all courses, as music, geography, history, spelling, physiology, and reading, and others to be modified according to the end in view, as English, arithmetic, grammar, drawing, manual training, and domestic science. In the ninth grade the differentiation becomes greater by the introduction of electives, such as commercial arithmetic, algebra, advanced English, manual training, etc., not all of which may be taken. In these electives the work required is to be equivalent to half a year's high-school work, and its satisfactory completion entitles a pupil to enter the high school with advanced standing in such electives.

SCHOOL IMPROVEMENT ASSOCIATIONS.

Birmingham, Ala. J. H. Phillips, superintendent of city schools, report, 1910–11.—In order to promote the efficiency of the schools of the city of Birmingham, Ala., the board of education by resolution has provided for the organization of school improvement associations under the direction of the principal and superintendent, for such purposes as will promote the welfare of the school. The school improvement association is a semiofficial agency, organized under the authority of the board. The following extracts are from the constitution of the association:

1. To cooperate with the teachers and school authorities of the city in securing neatness and cleanliness in the schools.

2. To assist the principal and teachers of each school in improving the appearance of the school grounds and in decorating and beautifying the halls and classrooms with appropriate pictures and such other works of art as shall develop in the children a love for the beautiful in nature, in art, and in life.

3. To assist the teachers and principals in obtaining needed material equipment for effective teaching.

4. To cooperate in securing attendance at school, especially of those who are in poor and neglected homes.

5. To assist in the extension of opportunities of culture for the benefit of the entire community and to use the school as a culture center.

The good accomplished by this federated system for the improvement of the schools can not be easily estimated. The following are the most conspicuous activities carried on during the year [1911]: Supplying material needs of kindergartens, piano for school, providing lunches [free lunches for indigent pupils], sanitary drinking fountains, pictures and books for the library, beautifying school grounds, furnishing playgrounds and gymnastic apparatus, and providing free entertainments and extension lectures.

SCHOOL GARDENS.

Memphis, Tenn. L. E. Wolfe, superintendent of city schools.—A supervisor gives all his time to school gardening, which has been made a part of the regular school course. A part of the work of the children is to keep records of the expenses incurred and of the quantity of vegetables produced.

About 30 garden sites, varying from half an acre to an acre, near the respective schools have been secured, fertilized, and plowed. Two thousand boys from the fifth to the eighth grades, inclusive, devote one and one-half hours each week to gardening under the supervisor and principal, while the girls of the corresponding grades sew. Both white and colored children receive this instruction. Each boy this year will have a plat 10 by 20 feet, and he will be held responsible for results. The school board has purchased 1,000 hoes, 500 weeders, and 40 wheelbarrows to be used by the boys in their work. The board also furnishes seeds. The boys are encouraged to have home gardens, and the interest of parents is stimulated by circular letters. An attempt will be made to induce the seed companies to furnish seed for the boys for their home gardens at wholesale prices.

The garden movement in Memphis is not only liberally supported by the school board, but it has been indorsed by the business men's club, the city club, and the nineteenth century woman's club. It was through the efforts of the women's club that gardening was introduced into the schools several years ago.

The following results have been secured: (1) Children have become interested in plant life; (2) waste places have been made useful and beautiful; (3) children have earned some spending money by wholesome and instructive outdoor work; (4) fresh vegetables have been furnished for the home; (5) homes have been made more beautiful and attractive.

It is planned by the Memphis school board to procure 20 or more acres near a car line, where the larger boys who are not otherwise employed during the summer months may under intelligent supervision make truck gardening profitable and educative.

Los Angeles, Cal. J. H. Francis, superintendent of city schools.—Over 60 school gardens are in operation. The largest ones are at Gardena Agricultural High School, where nearly 10 acres are under cultivation in grain, vegetables, flowers, and fruits. The gardens of other schools range in size from a small bed or two to lots 50 by 200 feet. The latter have usually been loaned by citizens, who are glad to have children clear them and improve them by sightly flowers and vegetable plats. There is a supervisor of gardening with five assistants.

In Cleveland, Ohio; Minneapolis, Minn.; Philadelphia, Pa; and Washington, D. C., noteworthy efforts are making along similar lines.

Brockton, Mass. G. L. Farley, superintendent of city schools.—School garden work was started in Brockton last year, and the interest developed at that time was so great that the activity in garden work will be much increased during the coming year. The agricultural

club of the high school will plant and cultivate either one-half acre of corn or a quarter acre of potatoes or tomatoes. The grade pupils will make many home gardens during the summer.

South Omaha, Nebr. N. M. Graham, superintendent of city schools.—Principals and teachers are to enroll as gardeners all pupils under 16 years of age who are able to lay out, prepare, plant, cultivate, and care for a home garden plat on the child's home premises, but it may be elsewhere in case the pupil has no yard of his own. The size of the plat is to contain not less than 100 square feet nor more than 150 square feet. The city is to be divided into 11 garden districts, corresponding to the 11 school districts of the ward schools. Three cash prizes are to be offered in each district. For the best garden of each district $3 is to be awarded; for the second best, $2; for the third best, $1. For the best garden in the city, a sweepstakes cash prize of $5 is to be awarded; for the second best a prize of $3; for the third best a prize of $2.

Waltham, Mass. W. D. Parkinson, superintendent of city schools.—Waltham, Mass., employs a teacher of gardening, who works independently of school terms and school sessions, taking her long vacation in winter, and making it her prime aim to promote home gardening rather than school gardening. Such school gardens as she carries on are not connected with particular schools, but are on land loaned for the purpose, and tilled by groups of volunteers.

The teacher goes into the several schools and gives instruction with regard to planting the home gardens, as occasion arises and opportunity is given. She distributes seeds, enlists her gardeners, and obtains reports of their progress through the schools, and has the cooperation of the grade teachers; but her own activities are not scheduled like those of other special teachers, or limited to school hours or school days. She manages to inspect a very large number of home gardens and with the aid of volunteer inspectors to keep account of the success or failure of each young gardener. She is thus brought into contact with the parents, and incidentally has opportunity to promote the improvement of home grounds.

SPECIAL SCHOOLS AND CLASSES.

Newton, Mass. F. E. Spaulding, superintendent of city schools, special report, 1912.—When it was found some years ago that in the Newton schools there were in the eighth year of the grammar grades a large number of girls over 15 years of age for whom there was little hope of promotion to the high school by the ordinary methods of school grading, a special class for these girls was organized in the Newton Technical High School.

In planning the special class for the girls, many avenues of approach to their mentality were open for them. They were given 10 periods of academic work—commercial geography, hygiene, household accounts, and English; 10 of household economics; 4 of design; and 1 of physical culture.

A brief study of some of the more common vocations for girls was made, and talks were given the class by the head nurse of the city hospital, a woman physician of Newton, the director of the Boston School of Salesmanship, a member of the school board, the superintendent of schools, and other persons competent to speak upon special subjects. Some of the topics were: "Qualities necessary to success in any vocation;" "What should determine one's choice of a vocation?" "Healthful and unhealthful vocations;" "The life of a salesgirl;" "Books that every girl should know."

The girls wrote reports of each one of these talks upon vocations, both as an exercise in English and also for the purpose of impressing upon their minds the facts given regarding the vocations.

As far as possible the home conditions of the pupils were studied, and calls were made at a large number of homes during the year.

During the year each pupil memorized and recited 10 choice poems. About 50 carefully selected books from the public library were kept in the schoolroom, and 50 small volumes of English classics were bought by the class as a nucleus of a permanent schoolroom library. Every Friday a report was made upon the reading that the pupil had done during the week.

In arithmetic all work was eliminated excepting practical problems in housekeeping, sewing, millinery, and expense accounts. In commercial geography a talk illustrated by the reflectroscope summed up the lessons of each.

In cooking, each girl learned to make over 70 different articles of food; in sewing, a complete set of underclothes, a cooking uniform, and a dress were made. In design, the girls were taught harmony of line and color. Hats, articles for household use, and a few dresses were designed.

Of the 50 girls in the class at the beginning of the school year (September, 1910), 45 remained until the end of the year. Of the 45, 27 entered the regular course of the Technical High School in September, 1911—16 the clerical, 1 the fine arts, and 10 the extra-technical courses—2 the Newton Classical High School, 1 a boarding school, and 2 returned to the special transfer class for a second year's work; 4 went to work for a manufacturing company, 2 in factories, 2 became clerks in stores, 1 became a housemaid, 2 remained at home, and 2 moved from the city.

A careful study was made of the standing of all the girls who entered the regular high-school courses in September, 1911. It has been

found from the rating sheets that the number of these failing to do satisfactory work has been small.

[For a complete account of this experiment the reader is referred to a pamphlet entitled "A Novel Experiment," published by the Newton Vocational Print Shop, Newtonville, Mass.]

Madison, Wis. R. B. Dudgeon, superintendent of city schools.—An important measure is the establishment of three classes of instruction outside and apart from the regular work of the public-school system. This work is done in accordance with chapter 616, Laws of 1911, State of Wisconsin. Under the provisions of this act last fall the board of education appointed four members who, together with the city superintendent as ex officio member, constitute a local board of industrial education. Under this act the board has organized and is now carrying on three classes of schools, viz, school for permit children between the ages of 14 and 16, a day continuation school for children between the ages of 14 and 16 unemployed, and an evening continuation school for adults. The enrollment in these classes is as follows: Continuation school, High School Building, 345; continuation school, Longfellow Building, 51; day school, permit children, 44; continuation day school, 5.

For the operation of these classes nine special teachers are employed. The money for the maintenance of these classes was obtained from the city council and was in addition to the sum called for by the budget for the public schools.

The work in these classes includes instruction in English, arithmetic, bookkeeping, stenography, typewriting, mechanical drawing, cooking, and sewing. This work is still in an experimental stage, but promises well. The attendance has been all that could be expected, all in attendance seem interested, and the general attitude toward the school in the city is good.

Grand Rapids, Mich. W. A. Greeson, superintendent of city schools.—An important feature of the work in the public schools in Grand Rapids has been the effort to care for the deaf, mentally defective, and backward pupils. There is in successful operation an oral school for the deaf and hard of hearing, with 28 pupils, and 4 teachers, all of whom have had special training for this work.

For the mentally defective there is a separate school of four rooms, with 12 pupils in each room. This building is well equipped with special apparatus adapted to the needs of mentally defective children. They are taught to prepare food brought from their homes, which they serve and eat at the midday meal. They are taught to wash and iron and to do general housework. The girls are taught practical sewing; the boys are taught carpentry. An effort is made to find something that each child can do in order to prepare himself

to earn a living after he leaves school, if that is possible. In addition to these four rooms there are three classes for mentally defective children in other buildings with not more than 12 in a class. To each of these classes a specially trained teacher gives her entire time, and the work is carried on along the lines indicated above.

When pupils are two years or more behind the grade in which they ought to be according to their age, they are put in special classes under competent teachers, who receive an additional salary for this work. The teachers of these retarded pupils are directed to pay little attention to the regular course of study and to adapt the instruction to the individual needs of the child. There are 20 rooms of this character now in Grand Rapids, and according to the last report about one-half of the retarded pupils in the city are cared for in this way.

Passaic, N. J. U. G. Wheeler, superintendent of city schools.— What to do with or for the 14-year-old boy who has lost interest in regular school work and who has not completed the grades is a problem that the schools of Passaic are attempting to solve by organizing special industrial classes for these boys. The plan is as follows:

One half of each day is devoted to shopwork and the other half to academic work, the two being correlated whenever possible. The shopwork will, as soon as a little skill is acquired, be put on a practical commercial basis. The school work will be selected, emphasis being placed upon the most vital parts of the different subjects.

Pupils in grades 7 and 8 may elect to enter these classes or continue in regular grade work. Pupils in the sixth grade who are 14 years old may, at the discretion of the teacher and superintendent, be allowed to elect the industrial work. All these pupils must fill out an application and have it signed by the parent or guardian. In addition to the above, certain pupils from various grades who, for certain reasons, have become troublesome and are getting little or nothing from the regular grade work may be arbitrarily transferred to the industrial classes. It is hoped that this arrangement will do away with the special incorrigible class.

When schools opened in September, 1912, no pupils were in sight for the industrial classes, but when the opportunity was offered more applied than could be accommodated, and several were put on a waiting list.

This is in no sense a trade school, but a two-year course of practical industrial work will be offered which will serve as a broad foundation for any manual vocation. It is so planned that those who complete the course may enter the vocational course in the high school and, under the cooperative plan which is in operation at Passaic, perfect themselves in a chosen trade.

Salem, Oreg. P. J. Kuntz, superintendent of city schools.—The principals of the graded schools are free to give all or part of their time to overage and backward pupils. In one of the schools the principal gives full time to this work. In four others only part time is given, while in three other grade schools no such work has as yet been undertaken. In the high school one teacher devotes half his time in assisting the pupils in the study hall. This plan is meeting with general approval, as it is helping to solve the problem of retardation.

New Bedford, Mass. A. P. Keith, superintendent of city schools.—Owing to the large foreign population and the fact that the State law of Massachusetts does not permit illiterates between 14 and 16 years of age to work, the school board of New Bedford has established special classes to teach the boys and girls reading, writing, and arithmetic. As much of history, civics, and geography as possible is worked in with the reading.

It has been found that by placing these pupils in rooms by themselves under teachers specially appointed because of their fitness for this work excellent results may be obtained. It is believed that this is one of the best things that has been done in a department in recent years, although there are special classes for backward pupils and also special disciplinary classes.

Eleven rooms are now in use for these classes. The work will be extended next September, when more rooms will be available.

East Chicago, Ind. E. N. Canine, superintendent of city schools.—It was found that some children, especially in grades 5, 6, and 7, seemingly could not do the regular work and were "repeating" for the second and in some cases for the third time. These pupils have been placed in separate classes. One-fourth to one-third of the time is spent in the manual-training and domestic-science departments, where the work is correlated very closely with bookwork and made as practical as possible. One-fourth to one-third of the time is spent with the special teacher who teaches the work of each grade to these children. The absolutely essential and most practical phases of English, arithmetic, geography, and civics are presented. The remainder of the time is spent in regular classes. Last year some of the boys passed, under conditions, not only the grade in which they failed, but the next grade as well.

Additional teachers have been employed, and this work has been extended and more carefully organized. It is planned for these classes to run parallel with the regular classes, so that children may pass from one to the other without losing grades. If a boy "finds himself," he may go back to a regular class. The work for these classes consists of English, spelling, practical arithmetic, geography

as related to the industries of the community and to all parts of the world, and carefully prepared lessons in civics and hygiene. Elementary science, which relates to the industries and practical life, is also made a very large part of the work. The children visit the laboratories where older children are at work and make apparatus for simple, practical experiments.

The work is open not only to boys and girls under 14 who are still in school, but also to those over 14 who have quit school and who are without employment. Such pupils do not have to go into the lower classes to which they belonged when they left school, but they have the work they can do in the special ungraded classes.

The work in the high school is planned in the same lines. Pupils who have had the special work in the grades may enter and complete the high school without handicap. They could not and would not pursue the usual college preparatory course, but their studies are such as would fit them for the industries into which they may go. The studies include elementary and practical mathematics, business English, spelling, penmanship, general science, bookkeeping, typewriting, shopwork, cooking, sewing, millinery, and general household arts.

Superior, Wis. W. E. Maddock, superintendent of city schools.—A "special aid room" has been established in one of the large schools of the city of Superior. The purpose of this room is to give special help to those children who are able to progress more rapidly than the rest and thereby earn an extra promotion, and to aid those children to work up to grade who, through sickness or some other cause have fallen behind. Children are never "assigned" to this room, but "apply" for admission after they have been made to see the advantage it would give them. There is always a large waiting list. Some children go to the room for special help in arithmetic, others in language, and others in English, etc. Occasionally a child needs help in two or three subjects. As soon as he is made sufficiently proficient in those subjects, he is returned to his regular class, which is considered a mark of distinction. From 40 to 50 pupils are either extra promoted or regularly promoted by the aid of the special room. This is one of the best things we have done recently.

Dayton, Ohio. E. J. Brown, superintendent of city schools.—In Dayton there is a school numbering 16 boys, known as the "Vocational school." It is for boys over 14 years of age who do not expect to go to high school. They have short morning lessons in general history and current events, two lessons in shop and business arithmetic, two lessons a week in business and shop English. The remaining time is spent in wood, forge, and machine shops. During the second year each boy is permitted to specialize in the work he prefers.

Brockton, Mass. G. L. Farley, superintendent of city schools.—In the high school of Brockton there is a class known as a "transfer class," made up of boys and girls from the seventh, eighth, and ninth grades who are over age and for various reasons find themselves in those lower grades. These boys and girls are transferred into the high-school building and placed in special classes. Upon the completion of a specially prepared course of study they will be admitted to the high school.

Hackensack, N. J. W. E. Stark, superintendent of city schools.—Four special classes have been organized during the past year for the benefit of pupils who can not make progress in regular grades. Three of these classes are for mentally deficient pupils and one is for recently arrived foreigners who need special training in English. The three classes for mental defectives are of two grades: One for low-grade pupils, which is centrally located in a private house at some distance from any school, and two are for higher-grade pupils, located in public-school buildings in different parts of the town. Each of these higher-grade classes serves two school districts. The special classes for mental defectives are limited to 15 members each.

Pupils were originally selected in the following manner: Principals and teachers first made a tentative selection from all the schools of about 125 pupils. These were all examined by an expert examiner belonging to the staff of a well-known institution for training mental defectives. This examiner used the Binet-Simon tests, making card records, which were supplemented by reports of teachers, principals, medical examiners, etc. As soon as the examinations were completed a conference was held, which was attended by the special examiner, principals, medical examiners, and the superintendent. Cases were taken up in turn and lists were made. Pupils who seemed most in need of the opportunities to be offered by the special classes before the opening of school in the fall were selected. Teachers of the special classes visited the parents of the prospective pupils, explaining the opportunities, and with little exception secured the approval of the parents to the transfer of their children to the special classes. There has been throughout the year a growing confidence in the value of the special classes on the part of parents and teachers. At a recent exhibit of school work the handwork done by the special classes was the feature which attracted the most attention.

Hazleton, Pa. D. A. Harman, superintendent of city schools.—Two years ago by unanimous vote the board established a fresh-air school for the benefit of anemics and children threatened by or suffering from tuberculosis. The antituberculosis committee of the United Charities provided Eskimo suits and hot porridge, cocoa, or some similar food for the lunch hour. They also provided

cots with blankets. The board provided a teacher and assistant, a janitor, and three rooms—one for a schoolroom, one for a lunch room, and one for a sleeping apartment. The board also provided for the transportation of children who live at too great a distance from the school or who were too frail to walk, even though the distance was not great.

The school opened with 21 pupils, who were admitted upon the recommendation of a board of physicians. Since that time the school has numbered as high as 42. Its present number is 23. Of those who have attended about 80 children returned to their regular schoolrooms because of improved condition of health. Two or three have been sent to institutions for the care of consumptives. None, so far as I know, has died. The improvement in the health of the children has been remarkable. The schoolroom and the rest room have the windows open all the time. The windows of the lunch room are closed during the lunch hour.

The cost to the school district has been about $4 per month per pupil. The State dispensary furnishes milk, delivered at the building, to children whose parents are too poor to provide it. All children bring a lunch, and those who can do so have milkmen deliver their milk at the school building.

The program consists of regular school work, beginning at 9 a. m., hot milk at the middle of the forenoon, lunch at noon, with hot porridge, cocoa, or some other nourishing food, furnished by the anti-tuberculosis committee, an hour and a half sleep upon the cots, and two hours' school instruction.

A result fully as desirable as the improvement to the children of the fresh-air school is that of the effect that the instruction of the fresh-air school has had upon all of the city schools, namely, a far greater interest in the matter of fresh air and lower temperature in the ordinary schoolrooms. Teachers and pupils seek to keep the air of the room purer and the temperature lower.

Los Angeles, Cal. M. C. Bettinger (forwarded by John H. Francis, superintendent of city schools).—The special classes in the Los Angles city public school system are founded on the dual proposition—

First, that there is something the matter with some of the children which renders them misfits.

Second, that there is something the matter with the grade school system which makes it inadequate in its power to reach those children.

The series of special rooms is planned to act as a corrective for both phases of this proposition. The aim is merely to be sure that the Los Angeles city school district takes care of all her children in a way that reaches the needs of each one. The grade system takes

care of part very well; of another part fairly well; a third part it fails to reach. These special rooms are *other* classes to reach these *other* children, by teaching them and managing them in *other* ways. The underlying thought of it all is that the chief business of an educational system is to prevent children from failing. Every child has a right to go steadily forward in his educational development, just as he goes forward in stature and avoirdupois. A school system which does not make this possible is not doing what it should do for humanity.

Kinds of Special Classes.—First. Ungraded rooms; maximum enrollment, 20 to 24; open to normal or near-normal pupils who for any cause are working at a serious disadvantage in the grades; also for "deportment cases" growing out of lack of success with studies. Some rooms are primary, some advanced. Each room serves as a center for a group of buildings.

Second. Special ungraded rooms, known as Special Schools, open to truants and incorrigibles, with maximum as enrollment of 15.

Third. Permanent ungraded rooms, open to pupils who are extremely dull or who have about them a touch of queerness. The enrollment may run as high as 30. This room is not open for imbeciles. Los Angeles has not yet any public school accommodations for imbeciles.

Fourth. Parental school, where children without adequate parental control, usually those who have made a start in juvenile vice and crime, are entered, at present by way of the juvenile court. The number of pupils varies with conditions.

Fifth. Deaf classes, both primary and advanced.

Administration and methods of teaching.—Ungraded rooms: At least one-fourth of the pupils in any city at any time should have more individual treatment than they can get in the ordinary grade school room. Los Angeles has not been able to provide for so large a number as this, and for that reason has selected the following cases as preferred types of pupils for assignment to ungraded rooms, some of them because the child is failing, some of them because the system is failing: Any over-age or over-size pupil; a frail child who can not keep up the grade pace; an exceptionally bright child who is forming trifling habits; any child whose mind is nearly a blank on one or two subjects, but possibly compensatingly strong on other subjects; the one who is characterized by his mother as "peculiar," and is in fact temperamentally unfitted for the conventional grade method of management; any child whose mind is obsessed by music, art, airships, or the "Old Nick." Near promotion time these rooms are used also for assisting struggling pupils to make their promotion.

These rooms are also used for cases of misconduct. They are used for the correction of cases of wrong doing in classroom, growing out of lack of success with the studies. This embraces much more than one-half the cases of trouble with conduct. All of the cases enumerated above as working at a serious disadvantage in a grade are liable to run into disorderly conduct if continued in a grade. In addition to these, there are many ordinary pupils who get into disorder because of the bungling of inexperienced or newly installed teachers. These are to be treated by having conditions changed, not by being disciplined. We change the conditions by sending them temporarily to an ungraded room.

The maximum enrollment in these ungraded rooms is 20, if the aggregation of pupils is "difficult;" it may run to 24, if not difficult.

Assignments to these rooms are made by the assistant superintendent in charge, on recommendation of principal and grade teacher, and also on request or with consent of parents. The requests by parents are at all times far in excess of the accommodations.

The regular course of study is used, but only as a basis. No attempt is made to cover the course of study in all its minutiæ; teachers are instructed to modify the course to meet the needs of any individual. Extra manual work is given to those who seem to need more of motor training. All subject matter of the course, except bare essentials, is omitted for over-age and over-size pupils. Teachers are instructed to send pupils 16 years of age or over to high school in the shortest possible time. Usually this is a matter of a few weeks.

Dismissals from the rooms are made on the judgment of the ungraded room teacher and the principal. The assistant superintendent in charge assists in selecting the grade teacher to whom any pupil will go when dismissed from the ungraded room. This is a very important item. The policy is to keep any pupil until there is a good degree of certainty that he will be able to do good work in the grade. Those who are sent to high school by the short-cut route indicated above do as well as the regulars in high school, and often better.

The type of teacher that is selected for the ungraded room is one who combines flexibility with personal forcefulness. She must be flexible enough to meet all sorts of pupils, in all sorts of ways; she must be able to meet each one on his own ground, and if need be, in cases of misconduct, to go a little way with him on his own course before attempting to turn him about to a better course. Besides this flexibility, she must possess forcefulness enough to move things when it is necessary to do so. The maximum payment of these teachers is $10 per month more than the maximum of the grade teachers.

In the methods of management and teaching, the aim is not to see how little this room can diverge from the grade room, but rather how near we can come to naturalness. A greater freedom is permitted—physical freedom and mental freedom. The attempt is made to permit pupils to think and move and mingle very much as they do in the home. They are permitted to study aloud, to gather in groups about a table, and study, to pass to the blackboard for their study, and so forth. They are taught in groups as far as possible, but individually if necessary.

Special ungraded rooms.—These rooms for incorrigibles and truants are not considered in any sense as places of commitment for school offenders. They are considered simply as another kind of school in which these boys can get a different kind of school life. It is believed that these boys have lapsed for the time being to the infantile or the animal. They have let themselves go, and let go of themselves, until they have become creatures of impulse, and they must be rebuilt. These rooms are to reconstruct them, and the management and teaching is ordered to that end. The truant officer does not take these boys to the special school. They are assigned by ordinary transfer. The teachers are in all cases selected young men, not scholastic young men, but young men who have the power to get into boy world, and to make this school a lifelike place. The theory on which the management is based is that, if a school is like life, the life of the big world which the boy seeks when he plays truant, he will be willing to stay in school just as he is willing to stay in life, and the theory works. These boys prefer to stay in school. They prefer to stay in this kind of a school to anything else that can be offered them. The great benefit to the boys from this treatment comes through the fact that while they are in this lapsed condition they do not have to conform to prescribed environment. In large measure they make their own.

The methods in these rooms include frequent hikes over the hills and adjournment to the baseball diamond, even right in the midst of the school session. These rooms are distributed over the city so that there may not be any large number of these boys gathered together in one center, and so that they may be given this near-to-nature life and management.

The course of study has been modified more than in the ungraded rooms. The injunction to the teacher is to restore the boy to a normal status. Much more manual work is used in the day's exercises than in the ordinary schoolroom.

Assignments of pupils to these rooms are made on the request of the school principal, indorsed by the special supervisor. Dismissals are made on the judgment of the teacher of the special ungraded

room, and indorsement of the special supervisor. An assistant superintendent of schools has a general supervision of the rooms.

The maximum pay of the teachers is $25 a month more than the maximum of the regular grade teacher. This difference in pay has never been the cause of any trouble to the department.

Permanent ungraded room.—The candidates for the permanent ungraded rooms have nearly all spent some time just previously in an ordinary ungraded room. Their teachers and parents have come to recognize that their dullness or queerness renders them unfit for regular grade conditions. Therefore, after a trial in the ordinary ungraded room, they are transferred to the permanent room. No attempt is made to do anything more than merely to give the children such elementary subjects as each one can take, and at such a pace as they can take them. The enrollment may run as high as 30 to a teacher. On leaving this room, the pupils find some occupation involving only simple tasks, and are absorbed into society.

The compensation for the teachers is the same as in the ordinary ungraded room.

Parental school.—The parental school of Los Angeles so far has been run in conjunction with the juvenile court. The school department furnishes the teacher and course of study; the court furnishes the pupils. It is the intention of the city to open a school of this kind, independent of the court, in the near future. This will come near to fitting into our system of special classes. At the present time the cooperative work with the juvenile court has worked very well.

The school, at present known as Juvenile Hall, occupies commodious up-to-date buildings on 11 acres of ground. The course of study emphasizes agricultural, commercial, domestic, and manual branches. The teachers are paid on the schedule of the special ungraded rooms.

Deaf classes.—The deaf classes, both primary and advanced, use lip methods only. The maximum enrollment is 7 pupils per teacher.

Results.—First. In the special rooms the pupils have their needs met. They have a right to this, and they do not get it in a grade.

Second. All pupils in these ungraded rooms, both the ordinary and the special, acquire better habits and more power of concentration of mind. They excel in these respects the pupils of the grade classes. Those who go to high school from these rooms make a smaller per cent of failures than those who go from the regular grades.

Third. By removing the misfits the enrollment in the graded room can be increased. In that way no financial loss follows from maintaining a class for only 15 or 20 pupils to the teacher.

Fourth. In practically all cases of pupils transferred for disorderly conduct in the grade the trouble ends as soon as the transfer is made.

This shows that the trouble was due to conditions, and the way to treat the case is to change conditions.

Fifth. These rooms improve the general relationships of pupils and teachers throughout the system. The following tabulation shows the bearing on suspensions and corporal punishments of these rooms for the first 5 years after they were established.

Suspensions and corporal punishments.

Years.	Suspensions.	Corporal punishments.	Enrollment.
1902-3	218	494	27,419
1903-4	199	483	30,909
1904-5	132	441	34,328
1905-6	116	377	37,877
1906-7	72	254	42,998

In a city school system where the record of suspensions and corporal punishments has been coming down with such a steady pace, while the record of enrollment is going up with such leaps and bounds, it would seem that there must be some agency or agencies at work to account for the same. First and most important of these is the ungraded rooms.

A continuation of this tabulation would have shown continued diminution in the number of cases of discipline. It was discontinued because the case seemed to have been fully established.

Sixth. The personnel of the boys who are sent to the special ungraded rooms has steadily improved since these rooms were established; that is, the boys who are sent to these rooms now are fully 50 per cent better in character qualities than were those who were sent there six years ago, when the rooms were first opened. The city is now practically cleared of the typical school hobo. This shows that the influence of these rooms is working its way upstream and checking the drifting of the city school children into idleness, truancy, and criminality.

Seventh. The incorrigibles and truants, after they have been transferred from the special ungraded rooms to a grade class or after they leave school to go to work, are hardly ever heard from again because of trouble. They seem to be absorbed into good citizenship.

Eighth. In general all the children of all kinds of schools in the city are made happier, and especially the people of the city are made happier.

The intermediate schools, which are being established in Los Angeles for seventh and eighth grade pupils, together with ninth and tenth year high-school students, are ministering to the needs of some pupils whom the ungraded rooms had to take under the regular grade system of organization. They are a part of the one great plan, of which the ungraded rooms are also a part, for so diversifying school work that varying needs of communities and individuals may be met.

Columbia, S. C. Ernest S. Dreher, superintendent of city schools.—At Columbia, S. C., during the summer of 1912 the school board opened a summer school for backward and irregular pupils. This school was in session three hours a day from July 15 to September 6. The number of pupils enrolled was 108, and the number of teachers employed was 5. Only pupils who failed, who were promoted on trial, or who withdrew during the session were admitted. Those who failed paid tuition at one-half the regular rates; the others were charged the full amount.

At the close of the session examinations were held, and 67 pupils were promoted. As the enrollment was 89, the percentage promoted was 75.2. The record for the high school deserves special mention. In June 24 pupils failed in this school; of this number 16 attended the summer school and 13 were promoted.

The cost of maintaining the school is shown in the following statement: Teachers' salaries, $502.50; janitor's services and incidentals, $36.28; total, $538.78. Deduct amount received from tuition fees, $208; net cost, $330.78.

SEGREGATION OF THE SEXES.

Marinette, Wis. G. H. Landgraf, superintendent of city schools.—Last fall a plan was begun for the segregation of sexes in the physics and chemistry classes, modifying the courses to suit the particular needs of the classes, and in physics using different texts for the sexes. The course in physics given to the girls' classes is largely informational and cultural and less technical. On the other hand, the boys' courses are more technical and mathematical and look toward fitting the boys to take scientific and engineering courses in the colleges and universities, and in fitting them to apply their knowledge of technical physics in the arts and industries. In chemistry the same principle governs the differentiation of the work. The chemistry of the girls' classes is built up largely around the chemistry of the home, of cooking, food values, and adulterations and their detection, while that of the boys' classes is like that of physics, more technical and "scientific," calculated to be of most service to them in higher institutions and in the arts and crafts.

Experience in the limited tentative trial of the plan seems to demonstrate its value to all concerned and has resulted in greater enthusiasm and better work in each section. It is thought also that its success points the way to profitable segregation and differentiation of secondary school work in other subjects, as biology, English, and mathematics.

Riverside, Cal. A. N. Wheelock, superintendent of city schools.—In 1911 complete segregation of boys and girls in secondary schools was

adopted. A group of buildings for the boys' school was begun, and in September, 1911, the schools were organized as distinct schools, each with its principal and corps of teachers.

South Bend, Ind. L. J. Montgomery, superintendent of city schools.—In January, 1913, beginning with the new semester of the school year, we segregated into boys' classes and girls' classes all pupils of the eighth grade. Reports from teachers are constantly becoming more enthusiastic over this division of the work. Both boys and girls seem to enter with more enthusiasm into their class work and many objectionable features which have arisen in mixed classes have disappeared. Discipline is easier and attention is more concentrated upon the work. A somewhat different kind of work is offered, especially in arithmetic.

Everett, Wash. C. R. Frazier, superintendent of city schools.—In September, 1912, the boys and girls were separated for class work in the greater part of the high-school work. Beginning with February, 1913, the eighth-grade pupils (all of whom are now gathered at the Central building) were also segregated into boys' classes and girls' classes for all of their work. This step, both with reference to the high school and the eighth grade, has been taken in the belief that there is enough difference in the way the minds of boys and girls attack a subject to classify them separately. Teachers find themselves presenting subject matter in a different way to a class of boys than to a class of girls. So far the testimony of the teachers has been favorable to the segregation in this respect. It is thought to be much better to have the boys and girls separated in the grammar and high-school grades for the reason that this is just the stage when boys and girls are apt to become too conscious of the attractions of the opposite sex. This plan also facilitates the classification of pupils for their industrial work.

SCHOOL AS EMPLOYMENT BUREAU.

Selma, Ala. A. P. Harman, superintendent of city schools.—In a very simple manner we have made the superintendent's office an employment bureau for graduates and former pupils of the schools. Also we supply business men with boys who work part time afternoons and Saturdays. In order to place this plan in operation I sent a circular letter to business and professional men, placing the schools at their service and calling attention to our ability to report accurately as to the character of our pupils. It is interesting to note that we have had more calls for boys and young men than we could supply; that no adverse report has been made upon any pupil whom we have recommended for a position; that the movement has been indorsed in the news columns and in the editorial columns of the local papers.

SIMPLIFICATION OF THE COURSE OF STUDY.

East Chicago, Ind. E. N. Canine, superintendent of city schools.—In East Chicago, Ind., the number of studies has been reduced according to the following plan:

In the four lower grades there is one long period each day given to language work, the material for which is found in literature, history, and nature study. These subjects do not have separate places on the daily program.

In grades 5 and 6 reading, arithmetic, and geography are the subjects around which the other work is centered. The fifth-year history, which consists of American history stories, is presented as a part of the geography of the region and is used as supplementary and home reading. European history stories are used in the same way in the sixth grade. The 7B pupils study and recite reading, arithmetic, and geography, while 7A pupils substitute grammar and history for reading and geography. The 8B pupils carry reading, arithmetic, and history, and change to grammar, arithmetic, and physiology in 8A. There are thus but three lessons to prepare and recite, to which six 30-minute periods are devoted daily, and five 30-minute periods each day are devoted to those subjects requiring no special preparation.

Providence, R. I. R. J. Condon, superintendent of schools.—During the past two years special attention has been given to a reform in the elementary course of study, in respect to both matter and methods of teaching. In the subject of arithmetic all difficult and comparatively useless matter has been eliminated. From one-third to one-half the time allotted to arithmetic is devoted to mental work. In consequence of these efforts the children have acquired surprising ability to think out results without the use of pencils.

Grammar has been much simplified by the omission of abstruse difficulties. History consists principally of narrative and biography. Hygiene takes the place of the old course in physiology and relates to practical affairs that are familiar to children.

TRAINING FOR CITIZENSHIP.

Winston-Salem, N. C. Le Roy Hodges, secretary of board of trade.—Training boys for the obligations and responsibilities of citizenship has been undertaken in Winston-Salem, N. C., along broad and unique lines. After nearly a year's successful operation the Winston-Salem plan is worthy of careful consideration, and possibly of imitation. The principal characteristics of this plan are: First, cooperation between the public schools and the local board of trade; second,

the establishment of a department of government and economics in the city high school, and, third, the formation of a boys' department, or a "juvenile club," as it is called, of the board of trade.

The work in the high school.—At the beginning of the 1912–13 school year, Supt. R. H. Latham, of the city schools, provided as a part of the high-school curriculum a course in government and economics open to the senior students, and placed the new department under the direction of the secretary of the board of trade, who, with the approval of the board, had volunteered his services. Under this department the students are taught the elements of government, special attention being given to analysis and comparison of the city, county, State, and Federal Governments. During the term ending with the Christmas holidays, mock elections were held, and the class organized as city council, State general assembly, and as the Congress of the United States. Immediately after Christmas a series of lectures treating of the fundamental principles of economics were arranged, and the attention of the class concentrated on the important industrial, commercial, and agricultural problems of this country, particularly the problems of the Southern States.

Out of this work developed a very active interest among the boys in public affairs, and to hold this interest, and at the same time make the work of lasting value; it was recognized that their historic and theoretical study of political and economic problems must in some way be connected with the practical, everyday experiences in the industrial centers. Winston-Salem being essentially a manufacturing community, the means of studying actual conditions were immediately available. A feasible method of undertaking this was provided through the organization of a "juvenile club" of the Winston-Salem Board of Trade and the establishment of a close cooperation between the work of the high school and that of the board of trade.

The juvenile club of the Winston-Salem Board of Trade.—Having declared that "no commercial organization performs its legitimate functions unless it makes an effort to inculcate the principles of true citizenship in the minds of its members, and to advance the social conditions of the people always ahead of the march of industrial and commercial progress," the Winston-Salem Board of Trade readily indorsed the plan to form a boys' division of the board, and authority was given the secretary to carry this out. The result was the formation of the juvenile club.

Membership in the juvenile club is not limited to high-school boys, for it was thought best to open to all interested boys of the city a way to become identified with constructive and active civic work. To become a member of the club, however, the boy must be at least 14 years of age and under 21 years old. Another condition of membership is that the boy must subscribe to and recite from memory, before

the secretary of the board of trade, the Athenian oath, which is as follows:

> We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or to set them at naught; we will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways we will transmit this city not less, but greater, better, and more beautiful than it was transmitted to us.

A membership register is kept in which the boys sign their names after subscribing to and reciting this oath.

The boys have the privilege of attending all regular meetings of the board of trade, with the right to take part in debates, but without any voting power. They are assigned committee work, and special meetings are held for them twice a month or more frequently if the work demands it. Members of the juvenile club pay no fee.

The club has a membership of about 50 boys, the first member being enrolled October 14, 1912.

Every effort is made to properly train these boys for the duties of citizenship; to create in them respect for honest and efficient public service, and to actively interest them in the work of making Winston-Salem a better, greater, and more beautiful city in which to live.

Cooperation of Juvenile Club with High School.—The first employment of the members of the juvenile club has been in the industrial survey which the board of trade is making of Winston-Salem. All of the boys selected to assist in this work are students in the department of government and economics of the high school. In this way the senior high-school boys are able to take part in an organized industrial investigation under proper authority.

In this work the boys visit the local manufacturing establishments and fill a detailed industrial schedule, in the same manner as do special agents of the statistical bureaus of the Federal Government. They are held strictly responsible for the accuracy of their reports, and the statistical tables which are being made up are compiled directly from their schedules.

The Winston-Salem plan, as it may be termed, trains the boys of the city for citizenship; first, in the high school where they are taught the principles of civil government and instructed in the theories and basic problems governing our economic order; second, in the juvenile club, where they have the means of being identified with real work of municipal development, and to take part in actual social and industrial investigations. An opportunity is thus provided for the boys to study at close range the varied industries of the city under competent direction and in an official capacity.

In brief, the plan contemplates, first, teaching the boys how to live; and, second, equipping them with an education by which they can make a living, which, in the end, is the real secret of practical training for intelligent citizenship.

UNIFORM GRAMMATICAL TERMS.

New York City. Wm. H. Maxwell, superintendent of city schools, report, 1911-12.—The board of superintendents of New York City has prepared and issued a syllabus on the uniform grammatical terms that shall hereafter be used in the schools of that city. This action was made necessary by the fact that there are many grammars on the list of supplies and no two of them are in accord on such technical terms as "attribute," "predicate nominative," "indirect object of a verb," "adverbial phrase," "subordinate conjunction," "conjunctive adverb," and the like. Whenever a pupil was transferred from one school to another and a new grammar put into his hands he was confronted with the necessity of acquiring a new set of technical terms and of unlearning those which he had acquired in the school he left.

The terms agreed upon by the board of superintendents are as follows:

1 *Nominative absolute*, instead of "noun with a participle," "absolute nominative," etc.

2. *Nominative by direct address*, instead of "vocative," "independent by direct address," etc.

3. *Nominative by exclamation*, instead of "independent by exclamation," "nominative independent," etc.

4. *Predicate nominative* and *predicate adjective*, instead of "subjective complement," "attribute," "attribute complement," etc. We have been *classmates*. No man was his *enemy*. It is *I*. They were *afraid*.

5 *Object of a verb*, instead of "direct object," "object complement," etc.

6. *Indirect object*, instead of "dative object," "object of a preposition understood," etc.

7. *Object of a preposition*, instead of "principal word in a prepositional phrase," "object with a preposition," etc.

8. *Objective complement*, instead of "factitive object," as, They elected him *president*.

9. *Adverbial objective*, instead of "noun used adverbially" or "noun to express time, space, measure," etc.

10. *Retained object*, instead of "objective of passive verb." He was given the *position* of secretary.

11. *Noun in apposition*, instead of "appositive noun," etc.

12. *Auxiliary verb*, instead of "helping verb," etc.

13. *Copulative verb*, instead of "the copula," "verb of incomplete predication," etc.; terms applied to the verb *is* and other verbs (except verbs in the passive voice) that take a predicate nominative or a predicate adjective.

14. *Progressive forms of the verb*, instead of "continuing verbs," for such terms as *am going, has been running*, etc.

15. *Past participle*, instead of "passive participle."

16. *Mood*, instead of "mode."
17. *Past tense*, instead of "preterite."
18. The term *subject* will be understood to mean the complete subject, including its modifiers.
19. The term *predicate* shall be understood to mean the verb with all its complements and modifiers.

When the syntax of a word, phrase, or clause is called for, the *syntax* shall be understood to mean the grammatical relation of such word, phrase, or clause to another word or other words in the sentence.

When the syntax of a noun or pronoun is called for, the reason for its case should be stated, and in the case of a pronoun, its person.

When the syntax of an adjective or an adverb is called for, the word modified should be stated.

When the syntax of a verb is called for, the subject noun, pronoun, phrase, or clause, and the complement (if any), and the number and person should be stated.

When the syntax of a phrase or clause is called for, the statement should follow the form prescribed for the noun, adjective, or adverb whose office it fulfills.

CLASSIFICATIONS.

a. Noun:
  proper
  collective
  common
b. Verb:
  regular
  irregular
  transitive
  intransitive
  copulative
c. Pronoun:
  personal
  relative
  interrogative
  adjective
d. Conjunction:
  coordinating
  subordinating
e. Mood:
  indicative
  subjunctive
  imperative
f. Verbal:
  infinitive
  participle
  participial noun
g. Tense:
  present
  past
  future
  present perfect
  past perfect
  future perfect
h. Case:
  nominative
  possessive
  objective
i. Phrase clause:
  noun
  adjective
  adverbial

NOTES.

Gettysburg, Pa., has a parent-teachers' association which enrolls as many fathers as mothers.

In *Southbridge, Mass.*, a cooperative industrial course modeled on the Fitchburg plan has been introduced.

At *Winona, Minn.*, persons who are obliged to work at least part time in the stores and factories are permitted to attend the high school part of the day.

All the new school buildings of *Salt Lake City* have ten acres each in grounds.

Menominee, Mich., requires all elementary-school teachers to be graduates of a four-year high-school course and of a two-year normal course.

At *Fort Dodge, Iowa*, it is the policy of the school board in erecting new school buildings, to have grounds of not less than a block in size.

At *Dubois, Pa.*, the teachers keep a record of principal language errors, by grades, and make an effort to correct these by games and by individual instruction.

The school board of *Louisville, Ky.*, by installing a modern system of purchasing supplies, has effected a considerable saving. On coal more than $5,000 was saved during the winter of 1911–12.

At *Phoenixville, Pa.*, in addition to a card-record system, which has been in use for eight years, a photograph of each child is included. This is required to enable the superintendent, principal, and attendance officer to identify the children.

Bloomfield, N. J., has introduced a "vocational course" in the eighth grade of that city, giving eight periods a week to manual training and drawing for boys and eight periods a week to sewing and cooking for girls who desire to take more work in vocational subjects.

At *Mount Vernon, N. Y.*, some of the school buildings are open for evening meetings in order to enlighten the foreign element in the city and to make them feel that they are welcome in the schools. Talks illustrated by stereopticon views are given in Italian, in Yiddish, and in Swedish.

The teachers of *East Liverpool, Ohio*, in order to have fuller cooperation between the school and the home, visit a number of the homes. These visits, it is reported, bring about a better understanding between the parents and the teachers in that city.

At *Newark, Ohio*, special evening sessions of the high school are occasionally held for the benefit of parents who can not visit the school during the day. Regular class work is conducted. Greater sympathy and closer cooperation between parents and teachers are the results desired.

At *Bristol, Conn.*, the board of education has passed a rule permitting high-school pupils to substitute music, either instrumental, vocal, or theoretical, for a high-school study. In order to do this they must do a specified amount of work under a teacher approved by the board, and reports must be made by the music teacher and by the parents in regard to progress and practice.

The school board of *Cleveland, Ohio*, is planning to meet as fully as possible the needs of elementary schools by providing more rooms by dividing some of the auditoriums into classrooms by means of portable partitions. Supt. J. M. H. Frederick says that spacious auditoriums, although valuable, are scarcely justifying themselves when schoolrooms are crowded.

At *Wilkes-Barre, Pa.*, parent-teacher associations have been organized in almost every school. Their aim is to bring the school and home into fuller cooperation and to increase the interest of the parent in the work of the school. At the meetings such topics are discussed as sanitation, proper feeding and clothing of the pupils, the children's manners, pocket money, etc.

At *Whitman, Mass.*, credits will be given in the high school for outside work in music and art. Application for credit must be made at the beginning of the year to the principal by both the parent and the private teacher. During the year reports from the private teacher must be sent to the school, and the public school-supervisors of music and art follow the work of the pupil and pass judgment upon same at the end of the year to determine credit allowed.

At *Rutland, Vt.*, for the past 10 summers the school board has conducted a four weeks' continuation school for those pupils in the intermediate and grammar grades who were not regularly promoted The average yearly attendance at this school has been about 60 pupils, about 80 per cent of whom made up deficiencies and were regularly promoted. About 85 per cent of those promoted did creditable work the following year. The expense to the city of maintaining this school has averaged only $125 a year.

The superintendent of schools of *Covington, Ky.*, has found that parent-teacher associations are very valuable auxiliary agencies. These organizations have made a special effort to reach those homes where the welfare of the child is often a matter of little concern. The children in many of these homes have been clothed and fed; with this assistance many children have attended school regularly who otherwise would have been subjects for investigation by the truant officers.

In the high school of *Cheyenne, Wyo.*, there is a cadet corps composed of 60 high-school boys under the immediate leadership of a lieutenant of the Regular Army. These boys drill twice a week immediately after the close of school. Two public exhibitions are given each year. At these contests the boys appear in full uniform and are inspected by some one prominent in Army circles. The superintendent reports that the boys who take part in the drills are keenly interested in their work and are better physically than the average of their size.

In the schools of *Norristown, Pa.*, 40 pupils or less are assigned to a teacher. The pupils are divided into two sections. One section

attends the first hour and a half of the forenoon school session and the first hour and a half of the afternoon session. The second section attends the second hour and a half of the forenoon session and the second hour and a half of the afternoon session. This arrangement gives the teacher 20 pupils or less at any one time. The superintendent after having tried the plan for five years claims that it guards against fatigue, that it secures the interest of the children, and that it offers a larger opportunity for individual work.

Some of the important things worked out in the schools of *New York City* within the past two or three years have been:

1. Arrangements by which it is possible for those whose day high-school work has been interrupted and for those who have not had an opportunity to obtain the advantages of a high-school education, to secure a State secondary diploma by attending evening high school and passing the necessary examination.

2. The establishment of summer evening schools for foreigners who can not speak English.

3. A large development of technical or trade instruction in both evening schools and day schools.

4. A large development of special schools and classes for defective children: (*a*) Open-air classes for anemic and tuberculous children; (*b*) classes for curing speech defects; (*c*) classes for crippled children; (*d*) classes for the blind; (*e*) classes for the deaf and dumb.

5. The adoption of various devices for helping backward and over-age children.

6. A great extension of the teaching of cooking and shopwork for children over 12 years of age.

7. A great development of parents' associations in connection with the several schools.

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