

groups, the family, play, community and state, the application of applied sociology in school administration, discipline, the programme of studies, class-room methods, student activities and the importance of vocational guidance, formed a course of practical help.

A great number of High School principals and teachers attended the course in High School organization and administration. Very complete courses were held in Child Study, Methods of Teaching, History of Education, Comparative Education, Advanced Educational Psychology, Industrial Education and School Administration.

"Adolescence and the High School" was perhaps one of the most popular courses given. The following outline, taken from the College Bulletin, will give some idea of the topics dealt with: "Youth, the period of greatest possibilities and greatest dangers; ways and means of safely guiding through this period; a critical consideration of the physical, intellectual, emotional, moral and social characteristics of the adolescent; and the educative activities suited to this period of secondary education; a comparison of the various characteristics of the child and the adolescent, and the type of education suited to each period; an evaluation of the content of some typical phases of the curriculum of the High School to determine their adaptability to the adolescent period; also the educational value of the subjects of the course of study."

A special course on Supervision of Instruction afforded consideration of the vital elements in the supervision of teachers, school work and school children. The methods of rating teachers as worked out in some twenty cities were considered. Discrimination was made of the essential and the non-essential features of subjects taught.

The course in Educational Measurements is designed to familiarize the teacher with the standardized scales and tests now used in measuring educational efficiency. The method of administering these tests, scoring, presenting and interpreting the results was very fully gone into by the professor in charge, who is the author of several of these tests now used. The various measuring scales for evaluating, Reading, Spelling, Arithmetic, Writing and Composition were fully considered and applied. These school measuring tests have passed the experimental stage and are now being widely used.

We found the School Survey a most interesting and instructive course. The School Survey is the outcome of the modern study in sociological problems of the city and city life. The object of this movement is not one to endeavor to find fault with a system or with the administrators of it, although the weak points in both will inevitably be found. The purpose is to consider the educational facilities of a community in relation to the various social factors entering into the civic life. The function of the school system in its relation to the social needs of the pupils is always strongly emphasized. Another object is to ascertain how far the school in its organization, course of study and general adaptability is meeting the needs of the community.

A study was made from some typical surveys that have been made in various cities and rural districts. Each student selected some topic or