

By social ethics, I mean, again, not a study of a formal text-book but the observation and discussion of certain obvious phases of actual social life. The adult's interest in social life has become so specialized and so technical, and also so much a matter of course, that he continually fails to realize the force and vividness with which social interests and problems press upon the inquiring and observing child.

Political economy has had much the same history as psychology in the high school; first introduced, and then, upon the whole, discredited, and both rightly so, without doubt, under the circumstances. But there is a study of economic forces and interactions actually at work which is highly interesting and important as well as of ethical content, and which forms the basis for unifying work in history, geography and the sciences—as the numerous points where physics and chemistry touch processes of manufacture and distribution.

To sum up the matter in terms of the current agitation of the correlation of studies, psychology as a concrete study of human nature in the individual, and sociology as a concrete study of human nature in its organized forms, are the natural bases for unification of studies in the high school, whether we look at the dominant interests and impulses of the

pupil at this age, or at the material studied.¹ This seems to me to constitute a fair basis for the claim that these studies would introduce order rather than confusion, work for ease rather than for hardship in the high school economy.

The schools already have a certain running machinery, a certain prescribed and acquired *modus operandi*; teachers have their acquired tastes and habits. It is not easy to readjust these. I do not propose what I have said as a model to be at once and everywhere conformed to. But I believe the high schools must soon face the question of affording a course of training for would-be teachers in the lower grades, and that it behooves those who have any responsibilities in the shaping of the educational structure to give serious attention to this matter, and to shape the modifications which continually occur in this direction. When this function shall be taken in by the high school, I believe the influence of the high school upon educational methods will be at its full tide—a tide which will never ebb.—*The School Review*.

¹It will be noticed that I have said nothing of the separate study of systematic pedagogy. The omission is not accidental, but the reasons cannot be given here. There is a certain division of labor in the training of teachers with reference to which I hope to write in the future.

THE TEACHING OF LOCAL HISTORY.

BY MARY SHELDON BARNES.

THE life of history is in the sources. These are whatever the men of a bygone age have done, or made, or written, and left to us living men, as embodiments of their own spirit, endeavor, and ideal. The ruined brick church at Jamestown, the crumbling abode at San

Diego, the burial mound at Marathon, the façade of St. Mark's, these are monumental sources; the old colonial uniform, the old delft plate, the broken glass from Hadrian's villa, are what we might call bric-a-brac sources; while of records the world seems full, when once your attention