

too long. They become parasites. Business men tell us the remedy for this is more industrial training in the schools. No doubt this would help; but the business world expects too much of the boys and girls who have just come out of school. Some time is necessary for readjustment and the forming of other and new habits. The high school graduate is able "to catch on" as a superintendent told a business man who was complaining of his lack of knowledge of the business when first employed. What would be the effect if our schools should only train our boys and girls for specific vocations?

You must remember that the manufacturers are interested in the industries, labor unions in their own interests, and the educators, because of vocational interests, see that through these avenues we can create interest, the only thing which will give the school efficiency. The educator views the subject from its psychological standpoint. For the schools to meet the demands made upon them, it is quite necessary that the school take into account the many forces at work.

One of these forces is felt in the agitation for certain types of schools Munsterberg says, "The boys and girls would then learn in the school all that is needed for them to enter well-prepared into some special bread-winning occupation as soon as they leave the schoolrooms." He says, "Certainly this would overcome some of the present dangers of drifting unprepared into a chance life-work." Everybody would have learned something well under the supervision of teachers. But the disadvantages of such an innovation would be greater than its usefulness. However much the community demands well-trained specialists, the greatest need for every civilized society is the solid, common basis of broad general education. The school loses its noblest mission if it does not bring to the state men and women educated for the common work which binds them together—the work of citizens, of fellow men who share their language and their ideas.

their views of national life, and their interests in all that makes life worth living.

Munsterberg also says that the specialistic studies must under no circumstances encroach on the general studies which are fit for everyone who wants to share the life of civilization. Everyone ought to have some acquaintance with the history of his country in order to understand our time and its needs; everyone ought to know some geography, some natural science, and some mathematics in order to understand our relation to the physical world that surrounds us, and everyone ought to be acquainted with the masterpieces of literature.

It would not only be a loss for the community if the child were to enter the special line of work without sufficient common education, but a loss for the individual.

There is no doubt that one should have the right of selection of studies as soon as real vocational life begins: but at first boys and girls must learn to overcome the difficulties of work which is not to their liking. Society and the business world demand that the schools measure up to this task and see that they learn to do unpleasant things, if need be. Just at this point the teachers and those in authority too often shirk. In order to hold a job there is often a boosting of grades, tender care, and nursing in order to keep things running smoothly at school and thus prevent notice. Many boys and girls fail in life because of this coddling on the part of both parent and teacher. The school should keep in mind that on every hand there is a call for those who have learned to master themselves.

The modern trend of education is to make the school contribute to the industrial, commercial, agricultural, physical, mental and moral needs of both individual and community. For instance, we now believe and demand that our school playground be supervised by an expert who teaches our children how to play, that they may