

"In some important senses the school during vacation time is of even greater value to the children than during the regular sessions."

The cost of maintaining the Hester How vacation school in 1913 was, according to the official report, less than \$1.00 per pupil.

The need has also been recognized by the public who have maintained for some years "Daily Vacation Bible Schools," which give most of their time to manual training of various sorts and to educational games and moral training. This year they were maintained at 27 centres, with a total enrollment of 4,800, and an average daily attendance of 2,146. There must be thousands more children needing such cannot or does not meet their needs?

The all-year-round school movement, which originated with the vacation school, was first intended to keep children off the street. This developed into the catch-up school, in which non-promoted children might do review work sufficient to join their former classes in the fall. The first development was largely negative in its aim. The soundness of the second in actual practice is somewhat open to question. The all-the-year-round school, or rather the forty-eight week school, may be so organized as not only to retain all the advantages of the vacation school and catch-up school, but to greatly strengthen them, while increasing the flexibility of the system which should help it meet many needs of individual families and children.

The following extracts from an article by David B. Corson, Superintendent of Schools, Newark, N.J., summarizes some of the chief features of Newark's experience with the forty-eight week school.

The Effect on Energy.

"The first objective is to reduce the waste in energy incidental to the long break of the school year in July and August. It is well known to all teachers that much time is used in January, and again in June, in preparation for the final term examination, which consumes an additional week of each of these months. It is evident that the short term removes the necessity for using so much time for a grand final review and drill. The theory is that frequent and reasonable reviews and drills should be substituted for the very formal one hitherto used, and that the educational process should be continuous.

"There is complete agreement among teachers in all-year schools that when school opens in the fall there is very much less time consumed in the all-year schools in getting to work, because of the fact that the pupils have not had a long vacation. The pupils who have attended in the summer term have had only a short interruption in the habit-forming work of the school. Habits of cleanliness, punctuality, industry, restraint, etc., are not broken in two weeks as they usually are in two months. The difference in the same school between the pupils who attend in the summer time and those who stay at home is noticeable when the children return in September.