

Also in Scotland, Ireland, the United States, France and Germany such classes or schools have made remarkable progress within the last ten years. In Scotland the growth has been from 162 schools with 3,281 pupils to 1,945 schools with an attendance of 43,287 pupils. Its growth has been over twelvefold in 10 years; and yet the authorities emphasize the need for increased effort.

In European countries these schools or classes do not displace general education from books. The classes themselves are regarded as "supplementary courses." That is the term used in Scotland and in France, where boys and girls of 12 give about 15 hours a week to general subjects and the other half to handwork in some form directly related to occupations. After the handwork was introduced into the schools of Munich, of the 2,200 boys who left school the first year thereafter, no less than 2,150 went at once into handwork in skilled employments. Such classes have so much increased the interest of boys and girls in their own continued education that in the city of Halifax, England, more than 60 per cent. of all the boys and girls who left school at 14 voluntarily came back for continuation classes in the evenings. In smaller places the attendance at these continuation vocational classes is as much as five per cent. of the total population of the town.

The movement in the United Kingdom, in the extension of vocational education during the last eight or ten years, has been an educational reformation. If one would venture a prediction it would be of this sort,—that the far-seeing, deep-seeing historian will put a milestone to mark a stage of England's greatness between 1900 and 1913. It will mark the recognized starting-place of the effort in England to give the toiling masses a chance for natural, normal, organic development; a chance to be educated for their jobs, to get satisfaction out of their work, to make good homes for themselves and to leave their children with still better opportunities for further development. In Leeds where the industrial conditions were simply intolerable, where the textile workers and their children were becoming degenerate not from choice but from compulsion, we found also the most strenuous educational effort, attended by success, to reverse the process. There in Leeds we found the most earnest striving to educate, to develop and to save. When that effort comes to its own, twenty-five or thirty years hence, Leeds will be redeemed.