

That is saying a good deal, because we were troublesome people. In England, Scotland, Ireland, Denmark, France, Germany, Switzerland, the United States—I could not single out any one country and say, "There we were more kindly treated than elsewhere." Not merely those who seemed to have time, who were appointed to assist us, but men and women prominent in public life and burdened with the weight of public affairs gave us their personal attention and told us what they had been able to do, told us what they had failed to do (which one could not have learned otherwise) and told us what they hoped yet to do. In all countries their leaders say that their own system is imperfect and inadequate for the present needs of the people. Not in a spirit of faultfinding, but with hopefulness knowing the good that had been done, they believe much more could yet be accomplished. A great attitude of hope in education has come over the race in all the countries we visited.

In recent years considerable additions have been made to elementary education by the introduction of manual training, domestic science and nature study with school gardens. These are for cultural purposes, give some preparation for the future occupations of the pupils, and are carried on with advantage to their progress in other studies. The benefits claimed for such school work, and all pre-vocational classes in other countries, are as follows: They sustain the interest of the pupils in school work. They discover the bent, tastes and aptitudes of the pupils to themselves and also to their teachers and parents and develop a preference for some skilled employment. They make pupils desire further education after they have begun to earn or partly earn their living. They do not hinder progress in other subjects of education.

Within the last seven years the movement has taken on a very wide sweep in England. Children from 11 to 12, who are to leave school at 13 or 14, go to schools or classes having what is called an industrial bias, commercial bias, housekeeping bias, etc. At these schools from one-third to one-half of the time is devoted to manual and other work designed to prepare them for occupations. The schools do not teach trades, but give a good preparation for the learning of some trade immediately after the children leave school.