

It should be remembered that any such scheme disarranges, more or less, home time schedules, creates embarrassment when there are several children from one home, increases the expense of maintenance of plant and makes sanitation harder. The question for the community to settle is whether they are prepared to put up with the inconveniences of some seven or eight-hour day "shift" plan—which works no violence to the interests of the children—for the sake of the financial advantages. *The writer believes that in the near future an experiment of this nature will be forced by circumstances and that it should be undertaken at once before actual necessity requires it. It allows for improving instruction without any really serious inconveniences to the home and is certainly preferable to overcrowding.*

Even with a school day lasting from 9 to 12 and from 1.30 to 4, a greatly increased use would be obtained from the school plant through the shift plan. The cost, however, would probably be increased rather than decreased.

## THE PARK SCHOOL AS AN ALL-THE-YEAR-ROUND SCHOOL

The long summer vacation during which the schools as a general thing are closed up, and the school plant for the most part unused, is a survival from an earlier period when cities were smaller and industrial and social organization was not so complex as at present. There is no more justification for the non-use of the school plant during July and August than for the non-use of Juvenile Courts, Churches, Health Centres, etc. It is urged that children need these months for recuperation and for visits to the country. How many children actually do recuperate in the summer? What proportion actually does get out of the city? It is urged that July and August are too hot for school work. Are not school buildings as a whole the coolest and most comfortable buildings in the city? Large numbers of children spend a great part of their holidays on the streets. Education does not cease when the schools close. It continues on the street or wherever the children spend their time. Why should not the educational processes, which are continuous, be continuously guided by the public schools? The need for vacation schools has been widely recognized. It has been found that many children actually lose stamina during the summer vacation, that they learn many things that they had better not learn, and that they lose so much during the vacation that it may take a month's review to enable them to go on with the new term's work. If all children could be transported en masse to the country during July and August there would be no need for summer sessions and they would actually learn more and would make more physical gains than would be possible in summer schools. But this cannot be done. The majority of the children stay in the city. Their needs continue. The school should not desert them. It need not be the same kind of school, but it need not be any less educational and valuable. In fact, what has been learned about children in vacation schools has had an important effect in stimulating improvement in the schools in general.