

highly commendable, these are not enough, and there should be that presented to the child which will create an appetite for more.

The growing school boy or girl might well be instructed as to the use of works of reference, year books, almanacs and those things which the business man finds it necessary to consult. This is particularly required for those who have not the advantage of a collegiate education and who have not a large body of acquired information at hand. It might be a good plan for the teachers to encourage their pupils to "look it up" when arguments, debates, etc., arise.

QUESTION BOX.

During the last two or three months a large number of inquiries and questions have been received, some of which have been attended to. We regret, however, that there has been delay with regard to the remainder; but as new arrangements have been completed we trust that from now onward all problems, queries, etc., will receive prompt attention, either through the columns of the REVIEW or, if postage is enclosed, direct by mail.

CURRENT HISTORY CLASS.

1. In what country has a big revolution occurred recently?
2. What Allied forces are forming conjunction, and at what point?
3. Another country is now in the Great War. Name it?
4. In what district has a big offensive commenced?
5. Who is the first woman secretary to the Prime Minister? Who is the minister referred to?

ANSWERS TO LAST MONTH'S QUESTIONS.

1. Plot arranged by Germany to unite Mexico and Japan in war against United States.
2. Von Bernstorff, German Ambassador.
3. Bagdad.
4. Overt Act.
5. The Cunard liner, "Laconia."

THE ORIGIN AND PURPOSE OF THE JUNIOR HIGH SCHOOL.

BY M. I. JENNISON.

The Junior High School Movement, begun in 1905 by E. W. Lyttle, was an attempt to remedy the defects of the then universal 8-4 plan of American schools, that is, the division of the course of the public school into two sub-courses, the first, or elementary, occupying the first eight years, the last, or secondary, four years.

Many prominent educationists had for some time regarded this division with disfavor, among them Prof. Dewey of Columbia, who in his psychological treatise, "How we Think," makes the following statement:

"Elementary education promotes and strengthens physical health and opens the mind to the entire world of elements. Its mission is to prepare for further school work. Six years should be sufficient time in which to accomplish this."

Another leading American educational writer says:

"Secondary education should begin as soon as the elementary student has acquired the tools with which he may gain a higher education."

Keeping such thoughts as these in mind, various schemes of organization have been tried out. Chief among them are the 6-6 plan, which makes a definite break between grades six and seven, and the 6-3-3 plan, which divides the last six years of a child's school-life into two groups of three, the first group consisting of the work in the Junior High School, and the second that of the old or Senior High School. It is of this last plan that I especially want to tell you.

In considering the necessity for and the practicability of a change we must realize how imperative a change had become in the United States, and while we face the reasons for change across the border, perhaps we may find that many of the old failings are applicable also to our own school system.

The first and most important reason for change appears to be that the child in Grades VII, VIII and IX is passing through the age of adolescence when old interests are laid aside, conscious reasoning begins to awaken, a broader and at the same time more restless outlook upon life is becoming apparent. Until this psychological fact became