

than two years. While we try to hold them, the fact remains that our big problem is in elementary education. One-half of our public school children do not get beyond the fifth and sixth grades. Does it pay to spend the largest sums upon the smallest proportion of our pupils?

Dr. Talcott Williams, head of the new Pulitzer School of Journalism of Columbia University, in a recent address, gave the following significant statistics. Out of 200,000 boys, graduates of high schools:

23,000 are engaged in agriculture.

8,000 are engaged in professions.

44,500 are engaged in factories.

24,000 are engaged in day labor.

15,000 are engaged in miscellaneous business.

8,000 are engaged in smaller trades.

What are our schools doing to fit boys and girls for these activities? In the high school of a great industrial centre, there are 1,700 pupils, and a study of its curriculum failed to identify the school with any interests of the life of the city.

Man is a social creature. We need to conserve our young people. The rural church and the rural school must meet their needs in such a way that they will not be obliged to go to the great cities to find larger opportunities.

A large private commercial school in New York stated that 85 per cent. of their students were drawn from the public high schools. This is an indictment of our educational system! Indeed, in the United States, 95 per cent. of our children wear misfit educational clothing! Ten millions of our citizens are engaged in agriculture. How little attention is given to the study of this line of man's activity in our public schools!

In Illinois, the right effort is being made. Frequent Farmers' Institutes are held; a conference on Home Economics is held at the same time and on these programmes the County Superintendent and teachers have a prominent place.

The school at Tuskegee is one of the best worked out plans for the uplift of an entire race that we have seen. The work of the head and the hand is perfectly correlated, and we are beginning to see the admirable results in the products of this school and others of its kind.

Schools must make a most careful choice in their programmes of studies in order to fit local needs.

The United States Commissioner of Education has recently sent out a book of essentials in geometry with "applications." This is not learning geometry by soft and easy stages, but getting down at once to the practical side. Our corn-growing contests can be woven into our work in arithmetic and English.

One Superintendent selects "the constants" or essentials for each subject for each grade and bases promotion upon a knowledge of these. Another teacher found he had a "between class" between his seventh and eighth grade who would probably leave school. He formed a preparatory trade class with a carpenter-teacher over it.

In history, trace the economic reasons for the discovery of America; show in connection with the recent struggle in France and Spain the development of religious toleration in our own country; teach that immigration complicates our political problems and western migration has made many problems move in that direction. In other words, our standpoint for history now is that, like our religious life, it is no longer an individual but a social problem.

Teachers can now find considerable literature on the subject of vocational and industrial efficiency.

Summer schools are specializing on this subject. Cape May, New Jersey, has a "School for Industrial Arts and Science" which had two hundred students and twenty-two teachers last summer. Teachers' College, Columbia University, offers courses in Industrial and Household Arts during both summer and winter courses. In conclusion, the words of Mr. Arthur D. Dean sum