

administration in relation to its students.

There can be no doubt that many of these traditions are out of alignment with the general trend of events outside the school walls—that in some cases the discrepancy is so great that the high school tradition cuts abruptly across this outside stream. One of these influences is found in the tendency equally marked in the family, Church, and State, to relax the bonds of purely external authority, to give more play to individual powers, to require of the individual more personal initiative and to exact of him a more personal accountability. There may be difference of opinion as to the degree in which the school should yield to this tendency, or should strive to counteract it, or should endeavor to utilize and direct it. There can be no difference of opinion, however, as to the necessity of a more persistent and adequate study of the individual as regards his history, environment, predominant tastes and capacities, and special needs—and please note that I say needs as well as tastes. I do not think there can be any

difference of opinion as to the necessity of a more careful study of the effect of particular school studies upon the normal growth of the individual, and of the means by which they shall be made a more effective means of connection between the present powers of the individual and his future career. Just the limits of this principle, and its bearings upon such problems as the introduction of electives, I shall not take up. We have no time for a detailed discussion of these disputed points. As I have just indicated, however, I do not see how there can be dispute as to the fact that the individual has assumed such a position as to require more positive consideration and attention as an individual, and a correspondingly different mode of treatment. I cannot leave the topic, however, without stating that here also I believe the ultimate solution will be found, not along the line of mechanical devices as to election or non-election, but rather through the more continued and serious study of the individual in both his psychological make-up and his social relations.—*The School Review.*

To be continued.

SCHOOL VENTILATION—II.

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In the preceding article I endeavored to explain the physiology of respiration and to emphasize the vital importance of good ventilation, specially in schools. We have now to consider the subject

in detail and practice, and to find out how the best results may be obtained with the minimum of expense. By following the initiative of natural laws, and using the means at hand, it has generally