

so materially lessening the tendency to stop school at the end of the eighth grade. In fact, the distinction between the traditional elementary and high schools are effectually blotted out both by the arrangement of classrooms and the school programme.

As early as the fifth grade several of the usual high school subjects, chiefly the sciences, taught by the regular high school teachers, are introduced. In addition to this a grade room is placed next to a science room, so as to present to the younger pupils an inviting future opportunity. Again, the pupils from grade five up are permitted to watch the senior students at work, and "fag" for them by weighing and measuring materials or cleaning apparatus. All this tends to emphasize the continuity of the course of studies, and in a more practical way sets one standard of discipline for all grades, with the senior pupils setting the example of right conduct to the juniors. Thus by eliminating any radical break in teachers as well as subjects, and by holding out something new and alluring each year they are able to prevent, to a very large extent, the decrease in attendance usually found in grades five to eight.

Departmental teaching has been introduced very considerably into the Gary schools. Teachers with special preparation and ability are employed for various branches of study, such as music, drawing, nature study and gardening, physical training, manual and industrial work. All pupils are kept one-half of the time under a classroom teacher for the regular traditional studies, and the other half spent with special teachers. The regular studies are divided between two classroom teachers, one having charge of the reading, writing, spelling and formal language work; the other, the history, geography and arithmetic.

This division of labor, and direction of school work by teachers specially trained and selected, removes all necessity for the employment of supervisors.

This greatly reduces overhead charges. Moreover, the character of the daily programme and the manner in which the plant is utilized, with the scheme for the alternation between regular and special work, make it possible to accommodate a far larger number of pupils in the same building, with a teaching corps less in number than that necessary where special supervisors are employed. The Emerson and Froebel Schools can each accommodate about 3,000 pupils, or almost three times as many as under the usual school arrangements.

The schools are equipped with ordinary classrooms, auditorium; science laboratories, workshops—these include printing, moulding, cabinet and painting, and machine shops; studios for music and drawing, gymnasiums, swimming pools, playrooms and playgrounds. The various manual and vocational departments are self-supporting, and in most cases an asset to the school. All iron-work for desks, all furniture and desks, all printing, painting, etc., required around the school, is manufactured or done by pupils working under the direction of skilled instructors.

The school day is eight and one-fourth hours in length, and is divided as follows:

1. History, geography, English and mathematics—2 hours.
2. Manual training, science, drawing and music—2 hours.
3. Auditorium, exercises for mass instruction—1 hour.
4. Play, physical training, and application by means of free activities—2 hours.
5. Lunch—1½ hours.

The first line of work, which we will call Department 1, is conducted in the ordinary classrooms. The second line of work, Department 2, is conducted in the shops, laboratories and studios. The third, Department 3, is carried on in the auditorium. The fourth, Department 4, is conducted in the gymnasium, swimming pool, playrooms and play-