

school is the Forest school at Charlottenburg. There are received those children from Berlin, who on account of disease are unable to make satisfactory progress in the ordinary school. During the summer season the special trolley leaves Berlin at 7.30 a.m. and in the winter thirty minutes later. Breakfast is served to the children at 8.30. After this one half of the children attend school till 10.30, the other half from 10.30 till 12.30. When not at lessons the children play or work in the garden or workshop. After dinner each child must rest for one hour and a half in a small sized steamer-chair out-of-doors. Then come gymnastics bath and lunch. The trip home is made before dark. This school has been in existence since 1904. Some effort along this line has been made in London, England, and a similar school was opened in Boston in 1908.

This rapid survey of the developments in modern education illustrates, how gradually, and one might say almost instinctively, the state is extending its influence educationally over the lives of its future citizens. The purely academic system of education, limited to five hours a day between the ages of seven and fourteen has struck its roots downward so as to reach the infant in Creche and Kindergarten and has grown upward so as to include through recreation centres and evening schools of various kinds the adult already engaged in the struggle for existence. Moreover, it has broadened in the centre into Vocational School Open Air and Parental Schools, with their accompaniment of supervised playgrounds

workshops and gymnasiums. Thus the state is practically throwing educational safe-guards about its citizens from earliest infancy to maturity. This is the bare fact. What is its inner significance? Why is the state instinctively extending its influence over a domain, in which a few generations ago, parents had undisputed sway? The criticism, that it is because parents are becoming more and more neglectful of their home-duties, has been repeated so often that it has come to be accepted without challenge. Certainly it is true that children in their leisure hours are not in their homes under the supervision of parents. The cause, however, is to be attributed more to the organization of the industrial and social world than to growing indifference on the part of parents. Only a generation or so ago towns and cities were crowded with thousands of tradesmen and artisans who had their own home-workshops, in which their wives, sons and daughters found employment. To-day machine work has absorbed the many little home industries and huge factories with steam engines and tall chimney-stacks, perform the work which formerly was done in the individual homes by the members of one family. Parents in this age of machine and factory-labor are working outside of the home under high pressure, a long working-day, and so are compelled to leave their children unattended. Men, and women, too, by the thousands, are working outside of their homes in factories for long hours under conditions which makes life a great battle for subsistence, and robs them