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sew, to darn and to patch in the sewing school? The mothers have in numerous cases not taught these homely household virtues because they haven't the time, or they do not know how themselves.

Lessons in grammar and geography are not so irksome in a school with manual training as in one without it. It adds interest to the other studies in the school. In one school in correlation with measurements in arithmetic, the pupils made a miniature house, building it to a scale; they reckoned the cost of the siding, plastering, shingling, carpeting, and painting. While studying United States history a model of a lock on the Erie canal was made, and also a model of the old log cabin in which Lincoln lived. The creative faculties are brought into action, the history and arithmetic reinforced, and the life of the school made of greater interest.

THE WHITE MAN'S BURDEN VERSUS INDIGENOUS DEVELOPMENT OF THE LOWER RACES.

G. STANLEY HALL,
President Clark University, Worcester.

Man has always been a great exterminator of animals. He has even destroyed his own evolutionary pedigree and made a gap between himself and the higher animals; so with lower races which fade away and vanish at his touch. Diseases, harmless to him, are fatal to them, and many a vigorous stirp has been utterly wiped out. About two-thirds of both land and the people of the world today are in various forms of subjection to higher races, and the process of extinction of the lower was never going on so fast. Heredity justifies us in saying that the most precious of all things in the world is the native, indigenous stocks of men and women full of life and of potency for posterity. They carry the great promise to Abraham that his seed should be as the stars in number.

My plea is that Indians, who are men of the stone age, and other low races should be first of all sympathetically studied, as we study children; then we shall not first try to eradicate the tribal system, but graft something better on to its vigorous stock. We should rescue pottery, basket-weaving, bead work, moccasins, and all the rest before they become lost arts, and try first to make a good Indian rather than a third-class white man. Canada has no Indian problem because its policy from the first was affiliation. Cushing, Miss Fletcher, Fewkes, Gatchet, and many other ethnologists, know the Indian as he is. Why should not our bureau and schools profit and be guided by this wealth of wisdom? In the 132 reservations where they are impounded like the victims of Weyler in concentrado camps, they cannot paint, hold meetings, leave, must cut their hair, cannot celebrate their dances, which are holy passion plays, sacred worship, all their religion to them, and are always harrowed by petty penalties, which consist in withholding rations and supplies. Some have thought our Indians the most religious race on earth. Everything is begun with prayer in some tribes. In fine, we must take a larger view.

In later ages other stocks than our own, tongues now unstudied, will occupy the historic stage, appropriating the best we achieve, as we learn from the Semites, Greeks, and Romans. If so, every vigorous race is like childhood, worthy the maximum of reverence, care, and study. Some of them may later be the heirs of all we possess and wield the resources of the world for good or evil some day, according to the way we now influence their early plastic stages.

SEX DIFFERENTIATION IN RELATION TO SECONDARY EDUCATION.

A. H. YODER,
Professor of Pedagogy, University of Washington.

The effect of sex difference is not important until about the time children begin their secondary education. At this time there is established a biological difference, real and imperative, which has an influence upon mental life, not, however, paramount. The difference in sex as such is the same to-day as yesterday; it is a tangible factor in education in general, and in school training. Sex difference is due also to social custom. From the beginning, there has been some division of labor based upon sex; such habits of labor have influenced both body and mind.

The man's greater economic value dictates the policy of education, and as we progress in economic affairs, the man tends to leave to the woman those types of education, those subjects of study of lesser value; hence, we see the classical and literary courses of our schools and colleges composed largely of girls, while the scientific, professional and technical courses are made up largely of boys. The woman must have greater economic value

in society or the above differentiation in the course of study must be recognized.

During the period of secondary education there should be co-education with differentiation in curricula, according with mental and economic differences in sex. In many schools there is a real danger of catering to the feminine mental attitude, because there are more girls than boys; the girls are intellectually superior on account of their greater degree of maturity, and the growing tendency to employ many women teachers and few men. This condition may produce more or less mental perversion in the boys. On the other hand, girls suffer from lack of opportunity to express themselves educationally. Prejudice, due to sex slavery, still withholds full freedom to the woman. From the time the average girl is born until her death, she is under the control of a stronger will. This works great harm during adolescence, when there is the supreme attempt to realize ideals. Through false modesty we ignore real sex differences and create unnatural ones. The point of attack in reform is during the period of secondary education.

THE ORGANIZATION OF TRADE SCHOOLS

SUPERINTENDENT THOMAS M. BALLIET,
Springfield, Mass.

The apprentice system is virtually a thing of the past. Public and private trade schools must take its place. The enrollment of over 30,000 students in the evening trade schools of the Y. M. C. A., and of 200,000 in correspondence schools giving technical courses, indicates the pressing demand for instruction in trades. Apart from private and endowed trade schools how can such instruction be provided for as a part of the public school system?

1. In the first place, our manual training high schools should be converted into technical schools of high school grade. One of their functions should be to train foremen and superintendents of shops. Various branches of the machinists' trade, as also pattern-making, could be taught in these schools as electives in shopwork.

2. The shops of these schools should be used in the evening to give instruction in trades. The aim of such evening schools should be not only to teach trades to young men wishing to learn a trade, but also to broaden the training of men engaged at their trade who have never had the opportunity in the shop to learn more than a small portion of it. There is a wide demand among mechanics for such training.

3. Manual training high schools in their day courses can do comparatively little to meet the demand for trained mechanics. Most men who learn a trade are unable to carry their academic studies far enough to enter a high school. There is, therefore, need of a public trade school whose academic course is more elementary than that of a high school.

4. Our present system of evening schools should provide better for the needs of skilled workmen than it does. Men of the same trade should be grouped together and should receive instruction in mechanical drawing from a teacher who knows their trade and can apply the instruction to their daily work. Men working at the mechanical trades should be grouped in classes in the same way and should receive instruction in mechanics, or physics, or mathematics from a teacher who knows the trade and can apply his instruction to it. This is the organization of most of the evening trade schools of Germany and Austria, and, if adopted here, would enormously increase the attendance, especially in our evening drafting schools. Our evening high schools could be broadened to meet the needs of skilled mechanics in the larger cities. By eliminating incompetent teachers from our evening schools, these schools can be made to supplement shop work in trade education in a very effective way.

5. In all our trade instruction we must not lose sight of the man in training the mechanic. With the rapid invention of new machinery, changes in processes of manufacturing, the one quality which the American workman especially needs is versatility and adaptability. He must be taught the scientific principles underlying his trade and not merely the mechanical processes, so that he may be able to readily adjust himself to changes. We must guard against narrowness in trade instruction and against over-specialization.

THE HIGH SCHOOL PHASES OF PHYSICS TEACHING.

J. C. PACKARD, A. M.,
Department of Science, High School, Brookline.

We are living in an age of applied science. What effect is this tremendous fact producing at the present moment upon the courses of study in our schools and colleges? Our institutes of technology are flourishing as never before. Manual training schools are springing

up with the greatest rapidity all over the country. The number of students enrolled in the scientific and technical courses of our correspondence schools is reckoned by the hundred thousand. But—and this is the significant fact—the physics of our secondary schools, to say nothing of the chemistry and the biology, is steadily giving way to such old-time subjects as Latin and algebra.

What does it all mean? I can only hint at a partial reply. The miracles of science are all about us. The schoolboy, intensely interested, comes to our laboratories with a thousand eager questions about dynamos, motors, X-rays, telephones, electric lights, wireless telegraphy, submarine boats, automobiles and a host of similar things, pressing for an answer. What is the result?

In too many cases he is introduced at once to the difficult subject of exact measurement, required to make immediate use of such unfamiliar instruments as the diagonal scale, the vernier caliper, and the balance sensitive to a centigram; to report his results in terms of the metric system; to discuss errors, sources of error, percentages of error averages and probabilities; to deduce laws, many of which he knew before, from data that cannot be made to prove anything, and to apply these laws to a set of problems that have no apparent relation to his immediate scientific environment, or to the question that he is so anxious to have answered. What wonder that the boy so often becomes discouraged and that physics ceases to be attractive.

We must teach principles, but we must keep these principles in close touch with their applications. Illustrated lectures upon the applied science to be found in our schools, our streets, our houses and our factories, with just as much of the human element as can possibly be introduced, together with extracts from periodicals containing bits of the latest scientific news, should be a vital part of every course for beginners in physics. The method of research is not the method for the immature mind.

Skill in manipulation of apparatus with a development of the "habit of mind" belonging to the "scientific method" may be the primary objects of instruction in our own mind, but they are side issues when viewed from the standpoint of the average boy. We must be content to attain these higher ends gradually as a final, not immediate result. We must remember, moreover, that interest is our greatest lever.

With these ideas in view we have introduced into our own school a course of applied physics, in which the laboratory waits upon the lecture and the discussion, intended for the average boy and girl who does not expect to go to college. Pupils preparing for Harvard pursue a distinct course by themselves. The arrangement has worked well. We should be glad if each pupil could be given an opportunity to take both courses, but this is impossible in the present crowded state of our curriculum. Details follow.

THE COLLEGE REQUIREMENT IN CHEMISTRY FROM THE HIGH SCHOOL STANDPOINT.

LYMAN G. SMITH,
President of the New England Association of Chemistry Teachers. Junior Master in the Roxbury High School, Boston.

Chemistry has become a very important study in high schools because laboratory work is both agreeable and profitable, and above all teaches pupils to think. The subject should be learned mainly in the laboratory, and a careful record of all experiments should be made as a part of the pupil's laboratory work. Encourage him to make every possible effort on his own part, and lead him, but never push him. Keen power of observation, ability to judge wisely, and habits of scientific honesty are the main points to be emphasized. The teacher can best accomplish these ends by keeping as much as possible at the pupil's elbow, and making necessary suggestions. Text-books are not essential. Pupils need more hours for laboratory work and less home study of chemistry. Quantitative experiments and the principles of chemical theory, including some work in the simpler problems of physical chemistry, are more profitable for the beginner than is qualitative analysis. Teach the pupil to respect the balance. Use industrial and sanitary science only so far as it illustrates chemistry. Give additional instruction in these subjects, for they are valuable.

Inductive teaching must not be confounded with research, where all the aids of teaching are lacking. Exploring new fields is an entirely different matter. All education must be specific, and the chemistry course must be well defined and carried out with perseverance. Train boys for the responsibilities of democracy, where intelligence, discriminating judgment, deliberate action, and sturdy integrity mean everything.