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MISCELLANEOUS NOTES AND COMMENTS

MAKING UP LOST TIME

VARIOUS devices and plans have been suggested and followed by which to make up the time lost this year through the epidemic of influenza. In some cases the school officials have resorted to a longer day and six-days-a-week program. In other cases the teachers have been directed to look well to their methods and to intensify their work. In still other cases certain school activities as debating, athletics, exhibitions, and the like have been done away with, the time thus saved being utilized to teach the "fundamental subjects."

Deer River, Minn., adopted the plan of dividing the amount of work usually done in six days into five lessons. Those pupils who could do the work *well* in five days received the week's credit. The others had to come to school on Saturday and complete the work.

At the Holly High School (Colo.), changes were made in the calendar year and the length of the school day; teacher-judgment concerning successful work is to be based on individual rather than on class work; the children are to be taught better habits of study with emphasis on punctuality and regularity of attendance; the school activities are to go on as usual; home study with conservation of energy and co-operation of school and home is to be emphasized.

It all seems to be a case of "take your choice." Perhaps the net result will be to teach the value of intensive effort and to make us look more to our method than to the length of our recitation period. "It's an ill wind that blows nobody good."—L. A. W.

THE SUPERVISION OF HIGH SCHOOL TEACHING

THE first three articles in the February number of the *American School Board Journal* discuss in a stimulating and thought-provoking manner different phases of school supervision.

The time is upon us when we must think straight about the function, duties, powers, and privileges of the supervisor of schools. How do these phases of this work differ in the country systems from the city systems? Who determines what these functions, duties, etc., are? Who shall measure the results of supervision? How shall these results be determined? What is the relation of the supervisor to the superintendent on the one hand and to the teachers on the other?

The January number of *School Review* also carries an article on the Supervision of High School Teach-

ing. The movement toward extending the supervisory idea grows rapidly. Can the principal of the high school supervise the work of the teachers? Ought there to be a district supervisor to help guide high school instruction? On what basis shall high school teaching be evaluated? What is and what is not good method in high school teaching?

The problem of supervision is bristling with all manner of questions to which satisfactory answers are not yet available. Discussion is rife and the articles now appearing in our professional magazines are worth careful reading.—L. A. W.

A SCHOOL FOR THE SCHOOL BOARD

THE board of education of Minneapolis, Minn., has started a new movement in school administration. It has inaugurated a "School for the School Board." The purpose of the school is to inform the school board regularly as to what is being done in the schools and to have that information given by the heads of departments. What a chance for the heads of departments and teachers in the Minneapolis schools? This is surely a forward step and may well be imitated.—L. A. W.

INTELLIGENCE TESTS FOR ADMISSION TO COLLEGE

ONE interesting outgrowth of the war as affecting secondary schools and colleges is illustrated by the announcement from Columbia University (N. Y. City), to the effect that this institution is definitely committed to the plan of admitting students to its courses on the basis of the intelligence tests as used in the U. S. Army. The student's learning will still be measured by his school record. The psychology tests will be used to determine the student's intelligence, i. e., his ability to do college work in a college way. Besides this a record of the student's physical condition will be secured.

The University of Virginia used a modification of this plan last year in admitting its students to the S. A. T. C. No announcement is forthcoming at present as to whether it purposes to continue the plan now the S. A. T. C. has been demobilized.

The experiment is worth watching very closely. For some years now both colleges and secondary schools have thought there should be some other way of determining whether or not a student is able to pursue college courses than by the written examination or certificate method and both on the subject-matter

basis. Perhaps here is the way out of our difficulties.
—L. A. W.

CLASSICAL ASSOCIATION OF MIDDLE WEST AND
SOUTH TO MEET IN ATLANTA

THE following self-explanatory letter is going out to the classical teachers of the South:

To the Classical School of the South:

We have an unusual opportunity in the coming meeting of the Classical Association of the Middle West and South, in Atlanta, April 10-12. The invitation to Atlanta was extended by the Mayor of Atlanta, the Governor of Georgia, the Chancellor of Emeory University, the President of Oglethorpe University, the President of the Georgia State School of Technology, the Chamber of Commerce, and by other local organizations. Atlanta is a great Southern city, and we are assured of a cordial welcome. We are writing to invite and urge you to meet with us in Atlanta. If you are not a member of the Association, we want you to be there anyway.

This is the first time the association has met in the Southeast. We must use this opportunity and rally to Atlanta in full numbers. Extend this invitation to all your friends who are interested in the classics, whether teachers or not.

The program will be a good one. Many prominent teachers will be present, men of whom you have heard and whom you will like to know personally. Several of the speakers are from other lines of work, some are prominent business men, but firm friends of the classics. There will be a special program on the teaching of Latin in the high schools and normal schools. It is understood, however, that the program will not be overcrowded this year and full time will be given to free discussion of the various topics.

This invitation to you is very urgent. We really want to see in Atlanta every teacher of Latin and Greek in the entire South. A day or two spent with your fellow-teachers will help you and them, and at the same time strengthen the cause in which we are all working, that of real education. We hope to see you in Atlanta at this meeting, April 10-12.

Sincerely yours,

JOSIAH B. GAME, Florida State College for Women
CHARLES E. LITTLE, George Peabody College for Teachers

E. L. GREEN, University of South Carolina

W. D. HOOPER, University of Georgia

E. K. TURNER, Emory University

W. B. SAFFOLD, University of Alabama

A. W. MILDEN, University of Mississippi

GEORGE HOWE, University of North Carolina

C. W. PEPLER, Trinity College

EDWARD A. BECHTEL, Tulane University

February 19, 1919.

There can be no successful experiment in democracy where free education for all does not prevail. And the converse is true—where there is a strong public school system, democracy will surely take root. The progress of education marks the progress of democratic ideals and principles, that is to say, of self-government.—CHARLES H. BRENT.

OBSERVATIONS ON PUPIL-TEACHER TRAINING
IN SOUTH AFRICA

(Continued from Page 79)

ers who in the majority of cases remain professionally in a blind alley. This is one of the worst features of our pupil-teacher system. With wise administration it surely can be overcome.

Teachers selected to superintend pupil-teacher studies are entitled to remuneration as follows: for each indentured (registered) pupil-teacher making a first grade in the final examination, \$25, and for each pupil-teacher of second grade standing, \$20. No bonus is given in training schools or in high schools where a method-master or mistress is regularly employed. In some cases a small bonus is paid upon promise of the pupil to teach or refund the money to the government—an obligation not always lived up to.

Persons who have gained the T. 3 certificate may become teachers in any of the lower grades of the Cape schools. Ability and experience insure regular annual increases of salary. Starting on the lowest rung of the professional ladder, a T. 3 teacher draws \$500 for the first year. Continuing in elementary grade work the salary rises to \$950 in fifteen years. Farm-school teachers get \$300 and free board and lodging for the first year.

CONCLUSIONS

The system must be regarded as a makeshift. It is cheaper than any other system if you think merely in terms of government budgets. But if you think in terms of opportunities lost to children and the country as a whole the system is most expensive. The teachers have gained their professional training on too low a plane.

Still, for the present at any rate, it is the only workable scheme. However inadequate the training may be in many cases, the fact remains that hundreds of trained teachers are made available every year to positions in town elementary and in rural schools. In that it successfully meets a definite situation and supplies an immediate demand, the system must be considered a success.

Some way must, however, be found to enable pupil teachers to gain entrance to the universities and the normal schools, if they so desire.

In a word, the pupil-teacher system is a *sine qua non* at the present time, and probably will be for a quarter or half a century to come. It is merely a tentative solution of the problem. From now on every effort must be made not only to improve the system as a whole, but also to be ready with a more satisfactory scheme when the time for such an improvement seems to have come.