children's judge. Mrs. Gregory was to call on Mrs. Jones, and invited me to go with her. Mrs. Jones, hale, hearty, and well dressed, came bounding out of the little cottage, where she is caring for an old couple, to tell of a lot of Christmas letters and holiday gifts from each of four homes in which the children are—three adopted by charming people of abundant means, and the other two in homes that will keep the children until Mrs. Jones can care for them. The physician of the people for whom she cares says that she is a wonderful nurse, and Mrs. Gregory had called to say that they could get her into the hospital to learn to be a trained nurse. Such joy and gratitude one rarely sees in this world as that of Mrs. Jones, who danced like a child at the good news.

How was it possible in two weeks' time last March to find homes for the five children? That is another story, and here it is:

Of all the glorious movements for dependent children, nothing has been superior in spirit or in achievement to the Delineator's home-finding mission. That it is a magazine's effort does not in the slightest degree discount it, but rather intensifies its merit. Because this magazine goes into a million homes it is able to find good homes for dependent and neglected children, of whom there are at least 100,000 in need of such comfort and love as they here get. The home that subscribes for the Delineator gives prima facie evidence that it is a home of good taste, and that it is touched by its appeal is proof that the heart as well as the taste is good. That the Delineator is willing to pay the expenses of sending the children to the new homes deserves recognition. At the average cost, up-to-date, it will mean $8,000,000 for expenses when the 100,000 dependent children are nesting comfortably in new homes. Beside this philanthropy, other public gifts, worthy as they are, pale into insignificance.

In all fairness, I must say that I did not highly appreciate this mission at first, because in the multiplicity of newnesses I had not taken time to study its provisions, but on that New Year's Day the mission was glorified.

Judge Lindsey, that March morning, called in his assistant, Mrs. Gregory, who at once wrote to Judge James E. West of Washington, who has charge of the Delineator's home-finding mission, and twenty-four homes applied for one or two of the children. One woman came more than 300 miles, another more than 800 miles, one of the women getting the baby and another child, the other getting one.

I have never read any other letters to compare with those written by all these families to the mother and all the other homes. The letters having all been sent to the mother, and by her to Judge Lindsey, I saw them all. Every home sent the mother photographs of the children and also some other Christmas gift, and each home sent something to every other child.

It would be grand to have the children get good homes, but to have these four homes form a community of interest, and all with a live interest in the mother, is simply glorious, and it would be inconceivable but for the greatest of missions of Judge James E. West through the Delineator.
the number of beginners each year and with this as a basis proceed to calculate the percentage of survivors in the first grade. Surely so obviously significant a figure as the one giving the number of new children entering the school system each year must be stated in the printed reports.

The answer is that the superintendents who have recognized the importance of this item and state it in their reports can be counted on the thumbs of two hands. For all other cities we must have recourse to computations. Many attempts at such computations have been made. Almost without exception they have been more or less directly based on the membership of the grades. For instance, the enrollment in the grades in Boston on January 31, 1906, was as follows: Grade 1, 13,669; 2, 10,276; 3, 9,336; 4, 9,402; 5, 8,788; 6, 7,894; 7, 6,691; 8, 5,321; 9, 4,408.

If we reduce these figures to proportional figures on the basis of 1,000 children in the first grade, we shall have the following: Grade 1, 1,000; 2, 753; 3, 684; 4, 689; 5, 644; 6, 578; 7, 490; 8, 399; 9, 323.

Here, as in almost all such tables, the characteristic feature is that the number of children rapidly falls off with the advancing grades. For each 1,000 children in the first grade we find only 323 in the third. We know that many children leave school before completing the elementary course, and so the obvious and not uncommon interpretation of the figures is: For each 1,000 children entering the first grade in Boston only 323 reach the ninth grade. But this interpretation, while very obvious, is entirely erroneous. The reason is that the number of children in the first grade is never the number of beginners. A first grade is made up of some children who first entered school this year plus some who entered two years ago, plus some who entered even earlier. A similar state of affairs is found in the second and third grades. The number beginning school, then, is not the number in the first grade, but always a number somewhat smaller.

How, then, shall we ascertain the number of beginners? It is not stated in the printed reports, and it cannot be deduced from the enrollment of the grade memberships. Careful study convinces me that the solution of the problem is to be found in a proper study of the figures giving the ages of the pupils. For instance, the pupils in all the day schools of Medford, Mass., on September 30, 1907, were grouped by ages as follows: Age 4, 146; 5, 530; 6, 338; 7, 272; 8, 374; 9, 380; 10, 417; 11, 377; 12, 383; 13, 530; 14, 275; 15, 188; 16, 151; 17, 72; 18, 27; 19, 9; 20, 1.

The first thing that strikes one on examining this table is that the age groups from 6 to 13 are surprisingly similar in size. They fluctuate slightly, but all of them cluster closely around an average of about 375. Using the word "generation" in the statistical sense as meaning persons born in any given year, we may say that each generation in the schools of Medford from the age when substantially all children are in school to the age when some begin to drop out is about 375. Now it is perfectly evident that although the children beginning school in any given year are of different ages they must on the average amount equal the number of children who on the average become of school age each year. In other words—

The number of children beginning school each year is approximately equal to the average of the generations of the ages 7 to 12 in the school membership of the system.

Nor need we assume that all of the children in the city enter the public schools. It still remains true that the average of the age groups from 7 to 12 in the school membership is the best indication which we possess of the number of children who enter the public schools annually.

The age of seven is taken as the lower limit here because careful and extensive study of the age figures for all of the cities from which it has been possible to obtain them shows that, with few exceptions, substantially all of the children are in school at that age.

The age of twelve is taken in like manner for the upper limit. It is well known that the majority of the children have dropped out or been "eliminated upwards" into the high schools at that age.

This latter consideration is of importance in those cities where we have age figures for the elementary schools only.

Earlier in this article it was intimated that diligent study of school reports had brought to light only two cities in which the number of new pupils entering is stated. These two cities are: Somerville, Mass., and Reading, Pa. They offer us an opportunity to check the method with the known facts in the case.

The report for Somerville for 1907 gives the membership of the grades in December as follows: Grade 1, 1,638; 2, 1,384; 3, 1,375; 4, 1,337; 5, 1,339; 6, 1,501; 7, 1,023; 8, 831; 9, 789.

The number of beginners is stated as 1,319. Obviously this number could not not be calculated from an inspection of the grade memberships. It is far less than the number in the first grade, and less than the number in any grade up to the sixth. The distribution by ages is not given in the Somerville report, so we cannot proceed further. We are more fortunate in the case of Reading.

In that city grades in March, 1907, were as follows: 1, 1,814; 2, 1,663; 3, 1,841; 4, 1,807; 5, 1,633; 6, 929; 7, 677; 8, 491.

The number of beginners is stated as 1,434. Here again the number of entering pupils is far less than the first grade and smaller than any grade up to the sixth. The average of the age groups from 7 to 12 is 1,334, or 80 less than the number stated as entering that year. That it should be less is not a matter of surprise, for each succeeding age group will normally be a little smaller than the one preceding, and as the average age of an entering class will usually not be over seven years, it is natural that the average of the seven to twelve-year group at a given time should be slightly smaller than the number of beginners in the same year.

On the other hand, our object is to secure a measure of the number of entering pupils with which to compare our present eighth-grade pupils. The present eighth grade is largely made up of children who entered school eight years ago. The number of beginners then is in most cases smaller than the number of beginners now. Therefore
the number we require is one somewhat smaller than the present number of beginners. Our average of the seven to twelve-year groups is such a number. It is not claimed for the proposed standard that it will give an absolutely accurate measure of the number of beginners. What is claimed for it is that it will never give a result far from the truth; that the measure can be applied and understood by anyone, and that it offers a safe basis for comparisons.

Certain it is that we have never had a man in public life whose sense of duty was stronger, whose bearing toward those with whom he came in contact whether his friends or political opponents was characterized by a greater sense of fairness than Abraham Lincoln. We have never had a man in public life who took upon himself uncomplainingly the woes of the nation and suffered in his soul from the weight of them as he did. We have never had a man in our history who had such a mixture of far sightedness, of understanding of the people, of common sense, of high sense of duty, of power of inexorable logic and of confidence in the goodness of God; in working out a righteous result as this great product of the soil of Kentucky and Illinois.—President William H. Taft.

THE STORY OF A PUBLIC SCHOOL.

BY J. A. STEWART.

It is a primary school,—a big, bran-new, beautiful public school,—situated in a cosmopolitan district of great industrial Philadelphia, at 8th and Clearfield streets. When this school was opened in January, 1904, it was thrown open to the faculties of neighboring schools one afternoon, and the teachers served cakes and tea. Thus the social atmosphere was engendered at the beginning, and the neighborly community spirit was created which has grown and waxed in strength and influence each succeeding year.

Then came the formal dedication services, the city school superintendent, political and educational leaders, and the Grand Army veterans all taking part, and enthusiastically expressing their appreciation of the influence to be exerted by this new educational beacon light set in the midst of a people so thoroughly self-respecting and appreciative of good things as the residents in this vicinity. Gifts were brought by the people and laid upon this altar of education, among them a fine bronze bust of General George H. Thomas, the loyal American soldier who, though Southern born, served his country on what he believed to be the right side of the question of the Civil War. Thus this favored school got its name, the George H. Thomas school, and its watchword, “Do Right.”

Next, the alert and broad-minded teaching corps, wishing, above everything else, to constitute for their school in fact the real radiating influence for public improvement and higher ideals that the American public school is designed to be, stirred themselves to secure the backing, the leading, the following, in a word, the co-operation of their neighborhood. The mothers’ meeting was the next thing. Mothers of the pupils of the various grades came on different days, saw their children at work, heard them sing, and, even better still, became acquainted with the teachers and with each other. The mutual interest thus evoked was further fostered by, and happily focused on, a fair, from the proceeds of which a piano was placed in the school. The mothers’ meetings were next expanded to include not only visits, but also after-school conferences, in which “Lateness and Regular Attendance,” “Cleanliness,” “Home Work,” and similar subjects were discussed. In the spring days games and plays were introduced in the school yard, the teachers joining in the healthful diversions, and the self-invited audience being the pleased and approving neighborhood. In summer there were trips to places of historic interest, parks, etc. A June picnic supper in the park; a “geographical Christmas cantata,” one Christmas time, a musical, and a literary entertainment were among the neighborhood devices resorted to get certain essentials,—pianos, good pictures, etc,—for the school and to foster the social spirit.

Certain days became fixed days of celebration. On May day the neighborhood comes to the school to view the pretty Maypole exercises in the school yard. Every October the “first-grade” mothers are invited to see their (so recently) “babies” at work, and to confer with the teacher and the able principal, Miss Helen Yerkes. “George H. Thomas Day” is always appropriately observed, the Grand Army veterans taking special pride and delight in the day.

In the spring of 1907 the parents and teachers decided to furnish the school yard (which had been opened from the first as a playground) for all boys, to be used on and after four o’clock in the afternoon. Happily, the janitor of the school proved to possess great mechanical genius, so with a minimum of expense there were put up two well-constructed ladders for hand-walking, two giant strides, a sliding board, a teeter pole, hurdle jumps, and bean-bag boards. These, with basketball and footballs, completed the equipment.

The faculty now felt the need of a broader community organization as a preliminary step to the wider influence of the school, in accordance with the ideal held in view from its inception. The annual faculty supper welcomed Dr. Martin Brunbaugh, city school superintendent, for its guest of honor; and the entire neighborhood was included in the invitation to hear his illuminating address on what the school might be to a neighborhood.

It worked like magic. The immediate result