TIME TO CHOOSE THE SCHOOL

VARIED FIELD FROM WHICH PARENTS MAY PICK.

Public Educational Systems Are Splendid, but Private Institutions Make the Pupil the Unit and Not the Class—Learning Languages by Phonographs.

The closing days of August are usually the time for solving one of the most important problems that confront the father and mother who have children arriving at the age where the initial, intermediate or final stages of their schooling must begin. That the problem is important any father or mother will agree and will testify to the many days and nights spent during the summer in discussion as to whether the child should take its place among the hundreds and thousands of others in the public schools, where it must rely to a large extent upon its own resources to extract all the benefits of the course, or whether the physical makeup of the child is such that the boy or girl should be sent to one of the hundreds of excellent private schools where the attendance is not so large that the instructors cannot take a personal interest in each student and adapt the line of teaching to the student's abilities.

The choosing of the right school for the boy or girl cannot be well delayed longer, for the middle of September is the time set for the opening of a great many private schools, and two weeks is little enough time to make the final arrangements.

In the first of October academies, business colleges, technical schools of all sorts, and in fact every kind of educational institution will be under way.

The attendance at the private schools, where the expense is an item to be considered by the parents, has been affected to some slight degree the last two years by the situation in the financial world. Families that never felt the need of retrenchment before found that the income had been reduced to such an extent that the boy or girl whose course of study at some private school had been arranged for by the parent before the boy was wearing long trousers or the girl was in long dresses had to be sent to a public school for a year or so until the family stringency was over.

There is no such trouble this year, for the business world has settled down to a long period of prosperity and family bank accounts are assuming normal proportions. If the boy or girl was sent to the public school last year not from choice but because the private school was beyond the family means, there is time now to make the change.

At this stage of the world's development no one is prepared to argue that any sacrifice on the part of the parent to educate the child thoroughly is too much to make. The ranks of labor are so crowded that success to-day is a matter of the development of the brain and not of muscle. It means almost certain defeat, or at least only a mediocre living for the boy or girl to go out into the world's battle unequipped. They must have intellectual, physical and moral discipline such as comes from a thorough course at one of the many schools that are at the forefront of the nation's advance in every line.

The children of to-day in order to succeed must bring to their chosen work some special knowledge that will enable them to fit the demands for them, and the parent who ignores that fact is blind. No father or mother, even though the child should be willing or even insistent, should be willing to send the child to the rear of ranks of the world's workers.

The public school system of Greater New York is not excelled anywhere. The buildings are unsurpassed, the courses of study are the result of years of effort by the experts who plan them, and the teachers have been thoroughly trained through all the wide range between the kindergarten and the high school.

Greater New York and vicinity is rich in the number of colleges, universities and private schools of every kind. All are well supported and give the best facilities for pursuing studies of every kind. They are not conducted for gain and they have succeeded because the tuition required of the students is so small in proportion to what the student receives.

The city is also rich in schools for special work. Not only is business taught in all its branches, but there is also to be had instruction in domestic science, technical courses of every kind, all the varieties of the arts and crafts and in library work.

The child who is sent to school at a distance from home and remains there for weeks and perhaps months at a time has a distinct advantage over the child who remains at home while taking the higher educational courses. The boy or girl who is at home after school hours finds so many things to divert the mind from books that home study is almost out of the question unless the mental makeup of the child is sufficiently strong to counteract the other influences. The associates of the boy or girl student who remains at home are not all students themselves and they are not slow to use their influence against spending the hours out of school in study.

Away from home the child is in the school atmosphere constantly, and while the student is not increasing his general knowledge by means of the text book he is doing so through the many broad phases presented within the school limit. The student realizes that he or she is in the school beyond the eye of the parents and that now is the time to call for his or her own self-reliance. The child learns most quickly who depends upon himself and cuts loose from the father's hand or the mother's apron string. He must act for himself some time, and there is no better way to learn independent thought or action than at school, where all the other students are doing the same thing.

That this is the age of the education of women is shown by the entrance of many more women into every phase of business and professional activity. It is important that the girl who expects to make her own way through the world, either through necessity or from choice, should have the ground work laid thoroughly. The foundation can be supplied nowhere as well as in one of the many schools for girls in the vicinity of the city.

The private schools of to-day have stood the test of time, and the fact that they are increasing in number is the surest proof that their field is secure. They prove that while the public school systems of New York and other great cities are as nearly perfect as they can be, the private schools are needed because they supply an indefinable something that the world demands.

The success of the private school is due largely to the fact that it is organized on an entirely different basis from the public school. In the public school the opportunities for acquiring knowledge are all present, but the student will not have a great amount of individual aid in grasping them. Whether the student makes the best of them rests largely with the student, for with the classes as large as they are to-day and the teachers generally overworked anyhow, and not too well paid, the instructor cannot be relied on for much assistance in individual cases.

The private school presents just the opposite side of education. Its principal or proprietor occupies the same position toward the pupil as the lawyer does to his client and the physician to his patient. The student puts himself absolutely in the hands of the principal and asks that his education be made a personal matter with the principal. The principal does not find it difficult to satisfy both the student and the parents who send the boy or girl to him. He is responsible to no board of directors who are likely to interfere with his conduct of the school through politics or otherwise. The proprietor of the private school charges a fee for educating the boy or girl, and the best evidence as to whether the investment is worth while is to be found in the student himself. The fact that these private schools have been thriving for so many years shows that there are many living proofs of their necessity.

In the private school, be it an institution for girls, one of the so-called "finishing schools," a military academy, a technical school, or a business college, each individual pupil represents a distinct problem which the school is bound to treat as such. It is in no sense a matter of the tuition the student pays, for the principal and teachers in successful private schools soon become so thoroughly interested in their pupils that they lose thought of monetary considerations. Each pupil stands out independently, and his needs must be considered. The individual pupil is the unit, while in the public school the unit must necessarily be the class.

A remarkable development in recent years is that of the correspondence school. That there is a place for them and that they must be satisfying those who patronize them is indicated by the rapid growth they have had. Their position in the educational field is unique, for they are in some respects educational life savers. They come to the rescue of the man or woman who was sidetracked through necessity or otherwise by some business or industrial pursuit at the time when he or she had just laid the foundation of an education. They are able to follow the courses laid out by the correspondence schools, and when they adapt themselves to such studies have no trouble in bettering their condition in life.

The pupils who are able to attend one of the reasonable schools in the vicinity of New York are fortunate. The advantages awaiting the boy or girl are so many that the matter of expense is not to be considered. Under the most skilful teachers in every line the boys and girls in the fashionable schools are brought in touch with the best there is in art, drama, literature and music. Thus they obtain the quality known as culture, which can be more easily distinguished than defined.

The fact that more military schools are being established yearly indicates that the parents who send their boys to them are satisfied with the results. The showing made by the advertisements of military schools in the August magazines in proportion to those of all other schools is surprising.

One of the interesting developments of new ideas along educational lines is the method of teaching languages by phonograph. Persons who have tried it have found that within a few weeks they could speak French, German, Spanish or Italian. Their method of learning the language is the same as employed by foreigners in learning English, and is the only true method. By the use of the phonograph also it is as easy to write the language studied as to speak it, for the eye, ear, tongue and mind work in harmony. The method has been indorsed by members of the faculties of many universities.

The demand for kindergarten and primary teachers has become so great that a school was incorporated here four years ago to supply that one demand and the attendance has increased at an enormous rate. Graduates of the school are eligible to city and State jobs. The school is in close touch with city superintendents in and near New York and with all private kindergartens.

FORDHAM'S NEW YEAR.

A Record Number of Students Expected at the University in The Bronx.

Fordham University will open for the new year on September 15. It is the belief that the old college under the elms in The Bronx will have more students than ever this year, as the registration already is quite large.

Since Fordham opened its schools of medicine and law a few years ago it has been very successful in drawing students and has taken its proper place with the other city universities. There are two courses of study in the college—the classical and non-classical. Fordham now gives degrees of bachelor of arts and bachelor of science and is one of the leading Catholic universities of the country.

Athletics is to receive a lot of attention at Fordham in the coming year. The university has long been foremost among the Catholic educational institutions in promoting sports and now has an athletic field of ten acres equipped with a running track, baseball field and handball and tennis courts. Fordham is run by the Jesuits and a great deal of attention is paid there to moral teaching as well as to intellectual. All signs points to its entering upon a most prosperous year.

GEOGRAPHICAL SOCIETY'S HOME

Plans Filed for the $250,000 Building on Washington Heights.

Plans have been filed with Building Superintendent Murphy for the new building given to the American Geographical Society by the Collis P. Huntington heirs. It is to be erected at the corner of Broadway and 156th street on a site presented to the society by Mrs. Collis P. Huntington. The design, by Charles P. Huntington, as architect for Archer M. Huntington, provides an edifice of decorated limestone in the style of the Italian Renaissance, harmonizing with the Hispanic Society buildings near by, and finished with a colonnade of Ionic pillars and approached by a terrace. It will be three stories and attic with a basement and have a roof of decorated copper.

In addition to several assembly halls and librarian rooms the building will have a large draughting room in the attic, with map rooms below it, and rooms for magazine files and for the society editors, as well as a series of studies, bulletin rooms and large stack rooms. It will adequately house the society's notable geographical collection long kept at the old New York Historical Society building on Second avenue near St. Mark's Church.

The building is to cost $250,000.

RESCUED FOOTBALL FASHION.

O'Sullivan Saves Two From Harm by a Quick and Skilful Play.

SUMMIT, N. J., Aug. 27.—Ralph O'Sullivan, connected with the New York Life Insurance Company, who played football before he began to earn his living, showed this morning at the railroad station here that the courage, the ability to think and act quickly and the physical training that taught him the trick of throwing himself headlong at a given mark and then rolling to one side stood him in good enough stead at this late day to enable him to save from harm a baby and its nurse, who got in the way of an automobile.

O'Sullivan was on his way from his home to catch the 8:09 train for New York. At Morris and Springfield avenues, near the station, he saw a three-year-old break away from the nurse and run in front of a swiftly moving automobile. He lunged forward and caught the child as his left shoulder hit the ground. Wrapping the little form in his arms, he rolled clear of the front wheels and brushing against the frantic nurse, threw her too out of the way. The child was unhurt, the maid was only shaken up, and O'Sullivan, who made light of the affair, was only bruised. He got to New York on a later train.

Offers Land and Money for a Church College.

AUSTIN, Tex., Aug. 27.—J. D. Cameron of Kansas City to-day bought 10,000 acres adjoining the town of Del Rio, Tex. The consideration was $100,000. Mr. Cameron offers $50,000 to any church denomination or association which will erect and maintain a college upon the land.

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SYNAGOGUE'S UPTOWN BRANCH.

Henry Street Congregation Rents Lenox Avenue Unitarian Church.

The Congregation Shaari Zedek of the Henry Street Synagogue have rented the Lenox Avenue Unitarian Church until October 7. So many of the congregation have moved uptown that it became necessary to open an uptown branch during the religious holidays occurring between now and October.

The Unitarian church is closed for the summer and will reopen on October 3. A report that the church had been bought by the Congregation Shaari Zedek was denied by one of the church officers. The minister, the Rev. Merle St. C. Wright, is in Europe.

THE SEAGOERS.

Senator and Mrs. Aldrich Sail for Europe on the Amerika.

Sailing by the Hamburg-American liner Amerika, for Plymouth, Cherbourg and Hamburg:

Senator and Mrs. Nelson W. Aldrich, J. N. Bagley, Mr. and Mrs. Bolling W. Barton, Gen. Tomas Collazo, Cuban Minister to France, and Mrs. Collazo; Mrs. William Goddard, Norman W. James, Mr. and Mrs. De Witt Clinton Falls, A. S. Coggeshall, Mr. and Mrs. Arthur T. Pissell, Myron H. Hopkins, Senator and Mrs. A. S. de Bustamente, Mrs. E. Bruce Merriman, George D. McCreasy, A. H. S. Post, Mr. and Mrs. Ralph Pulitzer, Mr. and Mrs. E. M. Perry, Mr. and Mrs. J. B. Robinson, Mr. and Mrs. Miles Standish, Charles A. Secor, Col. W. W. Umbenhauer, B. C. Wetmore, John J. Sullivan and Charles C. Townsend.

Passengers by the White Star liner Celtic, for Queenstown, Holyhead and Liverpool:

Mr. and Mrs. Frank O. Butler, Mr. and Mrs. W. W. Radcliffe, Dr. R. G. Willan, the Rev. Edward C. Moore, Mr. and Mrs. David Burnett King, Mrs. Algernon Sydney Jarvis, Mrs. Mary Stewart Cutting and Miss Cutting.

Aboard the North German Lloyd liner Prinzess Irene, for the Mediterranean:

William A. Dresser, Robert Gibson, the Marquis de Bouthillier-Chavigny, Dr. A. A. Freeman, H. C. Newcomb, Mrs. Francis Thurman, Paul Kozakévitch, Russian Consul at San Francisco, and Mrs. J. H. Wheeler.

By the American liner St. Louis, for Plymouth, Cherbourg and Southampton:

James F. Fahnestock, Mr. and Mrs. Percy B. H. Deabrook, Mr. and Mrs. George W. Ogilvie, J. H. Gregory, Charles B. Carroll and Mr. and Mrs. Merritt O. Chance.

Passengers by the Cunarder Caronia, for Queenstown and Liverpool:

Mr. and Mrs. G. L. Johnson, Mr. and Mrs. C. J. Prescott, Mr. and Mrs. Frank S. Turnbull, Mr. and Mrs. Thomas Waterbury, Capt. R. V. Webster, F. A. Hedley, Dr. Chetham Strode and J. G. Porter.

By the Atlantic Transport liner Minnetonka, for London:

H. G. Ward, Mr. and Mrs. Anson Baldwin, C. W. Gould, Mr. and Mrs. John J. Milton, Mr. and Mrs. George D. Harrison and Mr. and Mrs. F. D. Lewis.

Passengers by the Red Star liner Zeeland, for Dover and Antwerp:

Mr. and Mrs. George E. Wagner, H. P. Rodgers, Jr., Mrs. John W. Symons and A. N. Hammer.

By the Anchor liner California, for Moville and Glasgow:

Mrs. A. O. Goodwin, A. Wilson Spaulding, Mr. and Mrs. Frederick Joseph, Mr. and Mrs. William N. Hunter and Gordon Thomas.

Aboard the Red Cross liner Florizel, for Newfoundland:

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