PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

New York Parents Should Send Children to Private Schools

Safety First!—Danger of Catching Infantile Paralysis Is Reduced to Minimum in Private Schools—Public Schools Should Be Avoided Where Parents Can Afford to Send Children to Their More Hygienic Rivals.

THE outlook for the private schools of New York city for the school year of 1916-1917 is better than has been the outlook for several years back. This may sound like an astounding statement in view of the unfortunate and distressing epidemic of infantile paralysis. Nevertheless careful analysis shows that the statement is true.

This article, however, is not so much a prophecy as it is an appeal and a warning to parents. If you who have children who have been attending the public schools of New York have ever had the impulse to send them to a private school this is the year to do it.

If there is any risk for children from the epidemic in going to school it is perfectly obvious that the risk lies in their attending not the private but the public schools, filled as they are with children from the sections of the city where there are poverty and dirt and the germs of the dread disease.

But the children must go to school. Their safety lies, where it is possible for parents to send them, in attending private schools.

Any person who has visited the public schools to any extent knows that the saying "the poor are always with us" applies particularly to the public schools. The writer has no desire to be snobbish, but facts are facts. He defies any one to point out a single public school in Manhattan, for example, that has not its quota of the children of the poor. And in a great democratic public school system it is well that that is true. But at the time of an epidemic among the young it is the children of the poor who should be avoided for safety's sake.

For safety's sake send your boy or girl not to the public, but to the private, school. In the private school the danger of catching the dread disease is reduced to such a minimum as to be practically non-existent.

The past year, thanks chiefly to the inflation of trade caused by the European war, has been one of the most prosperous in the history of the United States. This is the time, then, when parents of this plague infested city should form the good habit of sending their boys and girls not to the public but to the private school. This is a matter over which there should be no hesitation, a matter concerning which no sacrifice can be too great for its accomplishment.

"Safety first," and not the cost in dollars and cents, is where the emphasis should be placed this year in New York by parents. The logical place to send their children is not to the public school but to the private day school, where they will not be unduly exposed to the epidemic.

A word should be addressed to those parents in other parts of the country who have been accustomed to sending their sons and daughters to the private schools of this great city. Let them have no fear. The epidemic is not only on the wane but there is also no more danger of catching the disease in New York's private schools than there is in the private schools of any other city in the country. Infantile paralysis usually attacks small children. It rarely counts among its victims young people who are old enough to be sent to a boarding preparatory or finishing school. The surroundings of the New York private schools are the healthiest imaginable in city schools: good air, excellent light, cleanliness among the pupils, including that well tubbedness that is so lacking in public schools, and all the other concomitants that the best health requires.

The physical well being of the pupils of New York's private schools is watched over with the greatest care. All the schools have well equipped gymnasiums with physical directors who are ever on the qui vive for the proper physical development of the young people under their charge.

Safety first—have your children avoid the public schools if possible. Send them to New York's private schools. There are no finer in the country. Send them there, parents, and have no fear.

COURSE ON MANNERS.

It was with deep interest that in THE SUN I read the articles of August 6 and August 20 on the "Advisability of Having a Course on Manners" introduced into the school or college. I cannot urge too emphatically a course of this kind, and I believe it should be introduced into the school course as early as possible—the earlier the better. In the adolescent period children are more susceptible to training and less given to offence when criticised, so I strongly advocate a course to be introduced in the school and continued in the college. A course on manners should begin in the home, at the mother's knee, and continued in the school and college courses; but as this is often neglected in the home and in the school it is imperative that it should be introduced in the college course, which is the student's last opportunity. A man may be college bred, he may be successful financially and, like Midas, be able to convert everything he touches into gold and not have the manners of a gentleman, and his power is lessened. Many a lifelong position has been obtained and many an everlasting impression formed by good manners. I attended a school in New England where one of the principals illustrated table manners by producing a plate, knife and fork and showing us how they should be handled. Some of the students were sensitive about this and said haughtily, "We did not come here to learn table etiquette; we were taught that at home." It was observant that these supersensitive students were the ones who had the poorest manners in the entire school.

Men and boys, if you want to have prestige with women whom you honor and revere, and if you wish to have your public and private life more effective, grasp every possible opportunity of studying the art of good manners. Good manners, which are the outward manifestation of the gentleman, can be acquired by those who desire them, and are obtainable by comparatively little effort, and if you will give as much thought and consideration to them as you would to a problem in calculus you and everybody else would be benefited thereby. It is noticeable that the more cultured one is the more anxious he is to advance himself in this matter of good manners. Again I say I emphatically urge the advisability of having a course on manners introduced both into the school and college courses, and a high mark should be given for this course, for there is nothing which will add more to one's prestige and power in every department of life than this practice of good manners. C. A.

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Principals of private schools and academies are invited to discuss scholastic topics of timely interest in the columns of the School Page of THE SUNDAY SUN.

School news should reach The School, College and Camp Bureau of THE SUN, 150 Nassau street, New York city, not later than Thursday for insertion in The School Page the following Sunday.

THE NEW YORK SUN IS PERMANENTLY ESTABLISHED AS THE ADVERTISING MEDIUM FOR PRIVATE SCHOOLS. DURING THE YEAR OF 1915 THE SUN PRINTED MORE PRIVATE SCHOOL ADVERTISING THAN ANY OTHER NEW YORK NEWSPAPER.

Results of Concentration

The following records were obtained by the application of the principles of concentration. A boy of 15 who had studied in a well known New York school for seven years without passing a single subject made the record indicated below in nine months.

In September, 1915, after taking concentration courses for five weeks at this school, he passed the Princeton examination as follows:

Elementary Algebra	C
Intermediate Algebra	C
Plane Geometry	B
English, A	C

In January, 1916, he passed:

English, 4 years	75
French, 3 years	60
Latin, 3 years	75
Solid Geometry	62
American History	60

In June, 1916, he completed his college entrance work by passing the college board examinations:

Elementary Latin, composition	76
Advanced Latin, composition	60
Virgil and Sight Prose	64 (Studied 4½ months)
German, A	63
Trigonometry	63 (Studied 6 weeks)
Physics	64 (Studied 4½ months)

Another student, 16 years old, made the following subjects in eight months:

In January, 1916, he passed:

English, 3 years	60
Latin, 3 years	75
Intermediate Algebra	77
Plane Geometry	76

In June, 1916, he passed the College Entrance Examination Board as follows:

Elementary Latin Composition	85
Virgil Sight Poetry	64
(Studied only 4½ months)	
Advanced Latin Composition	84
Intermediate French	62
Trigonometry	77

Comparison shows the value of Concentration

English and Composition	45	Virgil and Sight Reading	50
Literature	30	Elementary German	53
Latin Grammar	45	Algebra	25
Elementary Latin Composition	15	Plane Geometry	38
Chemistry	15		39

The foregoing was the report given by the College Entrance Board June, 1915, to a student who had spent four years in another preparatory school in this city. The same student, after taking our concentration courses for nine months, passed the College Entrance Examination Board June, 1916, in the following subjects:

English Grammar and Composition	60	Elementary Algebra Complete	66
English Literature	74	Chemistry	60
Elementary German	63	*Cicero and Sight Reading	75
Intermediate German	60	*Virgil and Sight Reading	75
Elementary French	65	*Advanced Latin Composition	75
Plane Geometry	67	*For Harvard.	
American History	60		

Our records are not confined to one or two students. Below is the June record of two brothers. The work of the younger (16) is given on the left, that of the elder (17) on the right.

Elementary Algebra	90	Elementary Algebra	75
French (4 years)	75	French (4 years)	80
Spanish (3 years)	86	Spanish (3 years)	85
Plane Geometry	90	Plane Geometry	72

Applications will be received up to Oct. 1st for a course of lectures on Concentration to be given at the Waldorf-Astoria Hotel. These lectures will be of special interest to doctors, teachers, lawyers and business men.

A school for boys under 14 will be opened Oct. 2d at 270 West 72d St., corner of West End Ave.

Summer School now in session. The principal welcomes interviews between 10 and 12 A. M. and between 2 and 4 P. M. daily.

The Clark School for Concentration
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