

instead of trying to make alike the boys and girls whom nature has made unlike, we shall rather endeavor to develop the unlikeness and individuality of our pupils, in continuation of the good work which nature has begun.

Frequent irregular promotions are essential to the best development of the individual. I owe two years of my intellectual life to the fact that, in the city in which I was attending school, I was allowed to go through the two years' course of the intermediate school in one year and the two years' course in the grammar school in one year; so that I entered the high school and began the study of Latin and algebra at the age of eleven. The average boy can be just as well prepared to take up these studies at the age of eleven or twelve, as at the traditional age of fourteen or fifteen.

Examination should consist, not in a test of a student's power to disgorge the crude materials which he has hurriedly crammed; but rather a test of his power to apply the principles which he has gradually assimilated to the problems with which they are concerned. In actual life the test of efficiency is not, "How much information can you repeat by rote without looking at your book?" but it is, "What problems can you solve, what presentation of a case can you make, with all your books and tools before you?" The time is not far distant when we shall no more expect a pupil to dump upon an examination paper all that he has learned during a term than we shall expect him to regurgitate all the food that he has eaten during the same length of time. We shall expect him to keep a record of work done throughout the term, which shall be open to inspection; we shall expect him to show his ability to comprehend statements and solve problems, and discuss questions which would have been altogether be-

yond him at the beginning of the term.

The ideal is not a cast-iron one, a programme over which every scholar must go at the same rate, and from which all shall show the same results, but a flexible programme, in which each shall study the subjects for which he is best fitted; over which the bright scholar shall pass quickly, and the dull scholar slowly; and from which each scholar shall show some growth of power and quickening of intelligence and interest peculiar to himself.

The introduction of modern languages, and physical science, and advanced mathematics into the grammar schools for pupils at the age of from eleven to thirteen is in the interest of the more perfect accomplishment of its social mission by the public school. To keep scholars grinding away at the refinements of arithmetic and English grammar year after year, at this most enthusiastic and susceptible period of life, is to disgust them forever with all that has the name of education. By the time a boy is eleven years old he may have all of these matters that will ever be of any value to him; and to keep him grinding away at them for two or three years longer is a wicked waste of the most precious intellectual opportunities of his whole life. Then, if ever, he should have a chance to learn his own language by the fascinating and fruitful acquisition of a language other than his own. Then he should fix forever his arithmetic by carrying the principles of it up into algebra, out into geometry, and making application of it all by weighing and measuring and calculating the forms and forces with which physical science is concerned. Emerson has said that no man ever does anything well who does not come to it from a higher ground. The surest approach to a thorough compre-