

whether they need an instructor or a physician; who should keep all their records, attend to all their wants, give them talks on various subjects, aid them in their studies and in every respect be a mother or father to them. These pupils should go in groups of not more than 25 to a class-room teacher for arithmetic, to another for geography and history, and so on through a much briefer list of studies than now prevails. All the pupils should not take all the studies necessarily. Some should not stay at school all day. All classes in the same subject should not be expected to go at the same rate; rigid grading and classification should be abolished; the Procrustean system dispensed with; elasticity in the curriculum and in the methods of presentation should prevail everywhere. All pupils should be permitted to advance as rapidly as they can, as slowly as they need, and take such subjects and parts of subjects only as they can digest and assimilate.

I am out of harmony with our present congested and compulsory program of studies. I am inclined to believe that no study can be made compulsory, except to the extent of withholding a diploma. We have been piling up the studies the last ten years without relaxing the strain at any important point, until I am surprised that any one dares to advocate the existing state of affairs. To what end, for what purpose are all these studies? When I was a boy I did not have one third as many and my time was fully occupied. When do the children prepare their lessons? What time is there for study? When is that most important of all lessons learned, *How to Study*? Ah! there's the rub.

So far as text-book work is concerned, I would eliminate from the programme bookkeeping by single entry, civil government, the philoso-

phy of English history and physiology. I would reduce geography about one half, and make the other half readable, interesting and profitable. I would do away with arithmetic at the end of the seventh year, if not the sixth year. I would carry algebra through the eighth grade as furnishing real mathematical discipline. I would teach the laws of hygiene in a practical way, and have all the nature study, observational and experimental.

I am cordially in sympathy with the prevailing regulation that admission to the High Schools shall be on the recommendation of the Grammar School principals, and I would add, with the advice and consent of the teachers of the seventh and eighth grades. I would not, however, have this recommendation based upon a mere matter of per cents secured at an examination. I am out of all patience with examinations, and I wish the word were expunged from the educational dictionary. If principals and teachers of the seventh and eighth grades who have had these pupils under their care and instruction and discipline for years do not know whether they are capable of passing from the eighth to the ninth year without subjecting them to a written test in the oppressive heat of June, they would better err on the safe side and let them all pass on. The passage from the eighth to the ninth year should be just as easy, just as natural, as from the 6th to the 7th, or the 7th to the 8th. I am opposed to the building of any Chinese wall around the High Schools. Every child who has received good in the eighth year can receive good in the ninth, and there may be Admiral Deweys among those who we think are not worth saving.

The failures in the High Schools, provided we are willing to admit that they are failures, are due partly