

may be organized into a totally distinct unit known as the Junior High School, while Grades X, XI and XII become the Senior High School. The two buildings should be close together as it is found this reduces to a minimum the tendency to withdraw at the end of Grade IX; both should possess facilities for much hand-work and athletics.

In the Junior High School, which we should then have, the guiding principles of administration would be, elective subjects, departmental teaching, less monopoly of the lesson by drill, opportunities for expression as well as impression and prevocational training.

In electing his subjects, the pupil would be assisted by a committee consisting of himself, his parents, his former teacher, his present teacher and the principal, and the selection should be limited.

The question of courses will be spoken of again.

Much stress is laid on departmental teaching because it is felt that, at the critical time of his life, the pupil needs the influence of more personalities than at present he receives, and also, although it seems trivial, changing from one class to another satisfies the restless craving for motion so trying in the grades under consideration.

Promotion by subject makes it possible to organize the school into classes of sub-normal, normal, and supernormal grade, into which the child goes according to his capabilities in that particular subject.

By providing more time for the day's work the pupil in the Junior High School will have opportunity to give due expression by various means to the impressions he receives. A day beginning at 8.30 and ending at 5.30 has not been found too long where the Junior High School system has been tried. This time includes periods of supervised study, hand-work, recreation and ordinary school work, alternating as far as possible, periods where little concentration is necessary with others of intensified attack.

To such a school as has been outlined above there have been found in the United States some few obstacles, which do not however balance by any means its advantages. The chief objection with our cousins as with us is the expense, with as a close second the difficulty in obtaining specially prepared teachers. W. C. Bagley, who has written several articles and pamphlets against the movement, offers still another less sordid objection. He says: "The children may fail to get a common basis of certain ideas and ideals and standards which

go a long way toward insuring social solidarity — a basis of common thought and common aspiration which is absolutely essential to an effective democracy."

If one were permitted in passing to criticise the opinions of so learned a man, it might be argued that the first principle of a democracy is to give to all its citizens an equal chance in the game of life. By finding each child's especial inclination and carrying its promise to a remunerative fulfillment, the Junior High School may be said to do this somewhat more effectively than the old method of the three Rs and a birch rod for every child, be he destined to become a truckman or a University Professor. Of course there will also be the "conscientious objections" of those who are opposed to change "on principle," who do not realize that but for the reforms and reformers of education, science and religion, we should still be drawing pictures in the smoke at the back of our caves, if not swinging among the branches of trees and eating cocoanuts for a living!

In answer to the above challenges we can only point to what has already been done. In 167 towns and cities of the United States there may be found today one or more Junior High Schools, whereas, in many more some move in the right direction has been begun.

In conclusion, the advantages claimed for the Junior High School may be summed up as follows: It is believed that such a system provides better for individual differences, makes easier the transition into High School, decreases the percentage of pupils who leave at the end of the Common School course, furnishes opportunity for further reforms in instruction, better prepares for all vocations, and lastly would make our school system more consistent with facts of psychology, physiology and pedagogy as well as in harmony with the best practises of advanced peoples in other parts of the world. If all this be true, if the teacher's personality is what it should be, and if one really *teaches*, then our Junior High School pupil on leaving school will have received a many-sided education, imperfect only because it is incomplete, with special training in some limited range of knowledge or activity. He will have been trained from dependence to independence through the exercise of his own power of mind influenced by that of his teachers.

Does such a school fulfill our definition, "True education is a preparation for life?"