

implied rather than explicitly stated in the Report of the Committee of Ten) President Eliot has the following:--

"The Committee obviously gave great weight to thoroughness in any programme of study for the individual pupil or for the school; and to attain thoroughness in the subjects chosen undoubtedly seemed to them more important than to teach any particular subject or subjects, provided always that every course of study followed in a secondary school should provide excursions into the principal fields of knowledge, such as languages, mathematics, history and natural science."

Again the Committee "obviously believed that a selection of studies for the individual pupil would have to be made at least in the second, third and fourth years of the secondary school course, and moreover that different schools would select different subjects to teach, being compelled to omit many good subjects in order to teach thoroughly the few that they were prepared to deal with satisfactorily. Such selections, whether for the individual pupil or for the school, imply that many different groups of selected subjects may have equal educational value." The Committee acted throughout in the belief "that this close articulation between the secondary schools and the higher institutions would be advantageous alike for the schools, the colleges and the country."

As to the third principle it is certainly the intention of the colleges, says President Eliot "to fit the young men who come under their care for successful and honorable careers in the real world; and it certainly ought to be true that a young man who pursues a preparatory course of study, which lasts till he is from twenty-one to twenty-three years of age, ought to be better prepared for life than the boy whose preparatory course is ended at eighteen or at fourteen. Whether their preliminary training stop at fourteen, at eighteen, or at twenty-two, all these youths are going out into life, and they are all being fitted for life. If the high school is well planned, it will certainly give its pupils a better preparation for earning a satisfactory livelihood than can by any possibility be procured at the age of fourteen. Clearly, if the high school does not fit a boy for life four years better than the grammar school, the high school is, in some measure, failing to perform its function.