

atory subjects have in the United States been reduced almost to a minimum, and the curriculum is framed with a large number of optional courses. The ostensible object is to allow every possible latitude and to encourage individuality. There are, however, unavoidable tendencies which must be reckoned with before the encouragement of individual traits can be regarded as advantageous. The ideals held before the student too often lead him in wrong directions. It is doubtless true that every student should as soon as possible have his attention directed to those branches which will best fit him for his course in life. It is almost self-evident, however, that the calling which pupils will eventually follow cannot be readily determined. An effort is made to give children some high aim and some professional pursuit is indicated as the goal to be reached by the aspiring youth. University matriculation is decided upon and work is taken up, which is far from that best adapted to the purposes of the great body of persons who are to fill the humbler positions.

The story is told of one who enquired of his neighbor how he raised such excellent peaches? The explanation given was as follows:—"If I want prize peaches of any kind, I shake off all but a couple of dozen early in the spring. It is expensive, but I get my prize peaches, for all the strength goes into the few." The lesson for our High Schools is clear and the warning is one deserving the attention of educationists. It is a well-recognized truth, which every good teacher follows, that the backward pupils should receive most attention, the bright ones being able to look out for themselves. In our modern educational methods, teachers are exposed to the temptation of ignoring the rights of the many in the interests of the few. The teacher is applauded on Commencement Day for the prizes and medals won by brilliant students. If

a teacher is conscientious, his best work is that which he has done for the dull, the troublesome, and even perhaps for the vicious. To impart knowledge is not the highest work of the teacher. To make brilliant scholars is praiseworthy; to turn out good men and women is better. The boy who has not the ability or the means to go to the university is worth looking after.

The demand for greater flexibility in High School work comes from those who are interested in universities. The crowded nature of the High School curriculum is due to similar influences. The main work of secondary schools should not be to prepare students for the universities. The High School is rightly considered the people's college; and, therefore, the course of study to dominate should be one adapted to the needs of those who do not attend college or university. The greatest good for the greatest number should have weight with the High School teacher. Some persons would make matters worse and have urged the adoption of the German ideal in our schools. The German gymnasium, however, illustrates too fully the law of "the survival of the fittest", and is not suited to our conditions. The fact that so many fall by the way-side in their attempt to matriculate should make us ponder and lessen, so far as possible, the great waste of educational methods. To regard our High Schools as preparatory schools is misleading. A finishing course should be the one taken up by the majority of students. If the needs of the ninety-five per cent. were paramount, there would be less objection raised by the ratepayers to High School expenditure. A general course, with very few options, is urgently needed; and the temptation to take up special courses should be lessened. Conditions over which young persons have very little control, demand that they become bread-winners within a short time. A course which promises some practical help for the near and trying future when young