task. Indeed it presents some problems which but a little while ago seemed almost impossible of solution. But patience, wider experience and a careful study of the surrounding conditions have lessened the difficulties. The chief of these is perhaps that created by the rapid development and present importance of scientific and technical schools. These institutions represent a real and significant movement in modern civilization. They have complicated the question of a curriculum for secondary schools by demanding a preparation quite different from that required for entrance to the average American college. That the problem thus raised belongs to the field of secondary education in general and is not due to conditions prevailing in any one country alone is evidenced by the fact that both England, Germany and France have been brought face to face with it as we have been. In each of these countries much progress towards its solution has been made. In England the so called "modern side" has been added to the traditional classical course. In France the Lycée has its *cours special* in which mathematics and the sciences replace Latin and Greek. In Germany the well-established Real-Gymnasium and Real-Schule are every year justifying their right to exist on an equal plane with the Gymnasium itself. A specially interesting movement in this connection is that one in Germany which is now calling for the establishment of an *Einheitsschule* in which the main features both of Gymnasium and Realschule are to be combined. The curriculum that I am about to suggest for the American secondary school combines some features of the English "modern side" with some of those of the French *cours special*, and is strikingly like that of the institution which German educationists have in mind under the name, just referred to, of *Einheitsschule*. This plan is proposed not as a finality nor without consideration of the practical obstacles to its general acceptance, but in the belief that it is sound in principle and furnishes a suitable ideal for our present efforts to develop and systematise secondary education.

As will be seen the scheme proposed makes provision for a seven years' course, extending from the tenth to the close of the seventeenth year. After the fourth year of the course a bifurcation is made in order that preparation may be had specifically for the college or for the scientific school. The alternative courses are of similar, though perhaps slightly unequal value in training the pupil's mind. They represent two different temperaments and two different points of view, which no amount of argument or invective can reduce to one. The preference of the parent of the future career of the pupil must determine which of the two courses will be pursued during the three last years of the secondary school.

To enter this school the ability to read well, write legibly and perform understandingly with integers the four fundamental operations of arithmetic must be insisted upon. The growing practice of postponing even this modicum of knowledge until after the tenth year is to be empathatically discouraged. Attention has recently been called to the fact that one of the best academies in the United States requires for admission only some knowledge of common school arithmetic, writing, spelling, and of the elements of english grammar, and that the average age of pupils on entering is sixteen and one-half years. At this age the French boy is reading Cicero, Vergil and Horace, Sophocles and Plato, Shakespeare and Tennyson, as well as studying general history, solid geometry and chemistry. His German contemporary is similarly advanc-