

Mr Eliot adds the following: - " In a democratic society the classification of pupils, according to their so-called probable destinations, should be postponed to the latest possible time of life.....early determinations of the career should be avoided as long as possible, particularly in public schools. For example, the point in the programme of the public high school at which the pupils who are not going to college diverge from the pupils we are not going to college should be placed as late as possible, not in the interest of the college.but in the interest of the pupils whose educational careers and life careers should not be too early determined..... The American high school is emphatically a school in which training for power and general cultivation are the fundamental ideas as distinguished from training in special means of obtaining a predestined sort of livelihood. The American public does not intend..... to have its children sorted before their teens into clerks, watchmakers, lithographers, telegraph operators, masons, teamsters, farm laborers, &c., and treated differently in their schools according to these prophecies of their appropriate life careers... .. Who are to make these prophecies? Can parents? Can teachers? Can university presidents, or even professional students of childhood and adolescence? I have watched many hundreds of successful careers which no one—not even the most intelligent and affectionate parent—could have prophesied of the runners at twelve years of age; and I have always believed that the individual child in a democratic society had a right to do his own prophesying about his own career, guided by his own ambitions and his own capacities, and abating his aspirations only under the irresistible pressure of adverse circumstances. For those children whose parents can afford to keep them at school until they are eighteen years of age, the determination of the specific means of earning the individual's livelihood should be postponed till after graduation at the high school.

The early arrest of education for multitudes of children is nowadays recognized as a great evilit is not an evil which democratic society proposes to accept, submit to and recognize in the construction of the public school programme."

With regard to the second principle (which seems to be