

string of disconnected exercises which cannot be remembered or applied because they are not associated in the mind with any intrinsic thought, and it has driven the instructor to employ a vast multitude of catchpenny devices for the purpose of teaching a few very simple processes. It is one

of the greatest monstrosities of modern education that the application of processes so few in number, and so simple as those in arithmetic, should be so little known and so poorly understood by both pupil and teacher. —*The Educational Review for January.*

NOTES FOR TEACHERS.

THE SCHOOL CURRICULUM.—If we do not come in the course of a few years to some understanding of what constitutes a good high-school course, it will be because we cannot interpret the teachings of experience. Almost every study and every method of instruction is on trial somewhere. The American high school has much greater freedom of movement than the grammar school, and it has to a large extent availed itself of this freedom. When, however, we are assured by those who have tried one system that the results are in the highest degree satisfactory, and by those who, strongly disbelieving in this system, have tried one very different, that their own results are almost ideal, we may reasonably conclude that the lessons of educational experience are very hard to read, or else that there is no great difference in methods and studies in secondary education. Men whose feelings are strongly enlisted in favor of a particular system will be slow to see that it is not entirely satisfactory; while how to compare fairly the results of different methods is one of the most difficult problems of education. So much depends upon the individual himself that, under any system, pupils will grow up to be men and women who will play their parts in life very much according to their abilities. Stimulus and example count for so much, also, that it is better to have a poor course of study

with the living force of a great teacher behind it than a faultless curriculum with mediocre instruction.

In the present condition of American education there can be no great harm, indeed, there may be considerable advantage, in having quite a variation in the high-school courses designed to fit pupils directly for life. But the practical advantages of having a uniformity in the requirements for admission to college are very great. Almost every college has some peculiarities in its requirements; and when a school has to prepare pupils for several colleges, as most schools do, it is almost sure to give them a poorer preparation than if they were going to a single institution. It is remarkable that colleges do not have a course whose requirements for admission are the subjects taught in secondary schools in courses which are not classical. Colleges which desire a large number of students bid for them with special or technical courses, or with courses whose requirements for admission are not very substantial. Colleges would largely increase their number of students and do real service to the cause of education, if they offered a course of study such that the requirements for admission would be the subjects ordinarily taken by students in secondary schools who have no definite intention of pursuing their studies further.

In all our discussion of the read