

and should be checked. A program arranged on sound pedagogic principles can occupy five hours a day easily enough without in any way impairing the pupil's health or lessening his interest, unless the teacher is peculiarly lacking in mental equipment and professional qualifications. The vacations are now unduly long, and seem to be yielding to a certain strong social pressure to make them even longer. The old-fashioned summer vacation of four or six weeks has long since become one of ten or twelve and in our city schools a summer vacation of fifteen or even sixteen weeks is by no means a curiosity. It is the teacher who needs this vacation more than the pupil. But even from his standpoint the present practice has gone beyond reasonable bounds. The German method of giving three weeks at Easter, one at Pfingster, six in mid-summer, one at Michaelmas, and two at Christmas, seems wiser than ours, for it makes a more frequent alternation between work and play. Perhaps sixteen weeks—including the recesses at Christmas and Easter and a long summer vacation, as better suited to our climate and habits of life than the German plan—might be agreed upon as the average period per year in which school duties may wisely be suspended. But in addition to the school year of thirty-six weeks and twenty-five hours in each week, our secondary schools are sadly in need of better teachers. It is remarkable how entirely the teachers in these schools have remained uninfluenced by the great interest in the science and art of teaching which has of late years manifested itself both in this country and in Europe. Secure in their possession of a considerable amount of knowledge and more or less culture, the secondary school teachers have not seemed to understand the significance or the value of a profes-

sional preparation. As a result their work has been done in a routine, imitative way and their pupils have suffered. Most of the criticisms that may now be legitimately made upon the work of the secondary schools would be disarmed if the teachers in these schools were abreast of the present development of their art. One important reason why the secondary schools have not felt this full measure of progress in methods of teaching that is so marked in the elementary schools is that secondary teachers are usually college graduates and the colleges have done little or nothing to show that they are aware of what is being accomplished in the science of education. Consequently they have failed to contribute their proper proportion of duly qualified teachers. Until the colleges assume their responsibility in this matter and endeavor to discharge it, the work of the secondary school, speaking broadly, will not be as well done as it might be.

Assuming that more competent teachers are at hand and that a school year of thirty-six weeks, twenty-five hours each, is agreed upon, what should be the aim of the instruction in the secondary school and with what curriculum should it endeavor to fulfil its function? It should be the aim of the secondary school, I take it, by instruction and discipline to lay the foundation for that cultivation and inspiration that mark the truly educated man. In endeavoring to attain this ideal, the secondary school must not lose sight of the fact that it is educating boys who are to assume the duties and responsibilities of citizenship and who must, in all probability, pursue a specific calling for the purpose of gaining a livelihood.

To prepare a curriculum which shall keep all the points in mind and at the same time afford the developing intellect of the pupil that exercise of which it is capable is not an easy