

designed to take out of both teachers and taught all there is in them. The educational dilettanteism which so largely prevails to the south of us finds no place here. Our American neighbors run what may be termed a decorated educational accommodation train, where we run an every day express. Our educational conductors and engine drivers are earnest, keen-eyed, hard-fisted men in work-a-day clothes, who mean business and are bound to run their trains on time. I have the pleasure of knowing many of our High School masters personally or by repute. In scholarly attainments and knowledge of their profession, in zeal and in faithful discharge of duty, they are, I know, easily the peers of the best men of their class elsewhere in the world. We have much reason to be proud of them. I know that some, I believe that many, deplore this tendency to over-study, and do their best to prevent it, but the remedy lies not with them. The evil is perhaps inherent to any advanced school curriculum vigorously pursued. Your course of study is necessarily arranged so as to meet the requirements of students of fair or average ability. Unfortunately there are in every school some pupils of less than average ability, who can only keep up with the class by extra work. If their inferiority is marked, the extra work may become excessive. It is true that pupils can vegetate in the High School for years without writing for any examination whatever, but neither they nor their parents want that. The former are self-impelled to over exertion by a not unnatural anxiety to do as well as others. The great factor, however, in promoting over-study on the part of High School pupils is, I fear, a sort of domestic *vis a tergo*—the pressure brought to bear on them by ambitious or injudicious parents, who are loath to believe that their family half-pint pots are not just as capacious as neighboring family pint or quart pots. The head masters, as I have said, discourage over-study. They do it, to their great honor, because somewhat to their own detriment; for, unhappily their own efficiency and success are largely measured by the results they reach at these examinations. Parents and trustees watch for the annually published lists and eagerly scan them, in order to compare their schools and their teachers with those of other districts, and, if any marked falling off appears, unpleasantness of various kinds and degrees is sure to follow. It would appear, then, that, as the responsibility for over-study rests chiefly or wholly with the people themselves, its remedy or prevention also lies chiefly in their hands.