

schools and colleges and our universities, a relation very similar to that which exists between the Gymnasias and the Universities in Germany, or between the Lycées and the University faculties in France. The whole trend of educational development in this country and the wisdom and statesmanship with which the relations in question have been established on the continent of Europe, are sufficient reasons for this belief. So much that is apparently beside the mark in a paper on the subject of secondary schools is necessary, because it is my wish to discuss that educational institution with reference to those conditions which, it seems to me, are rapidly approaching rather than solely from the standpoint of those which are just as surely passing away.

In the past the secondary school in this country has been dwarfed in importance and deprived of its proper spontaneity and individuality because it has permitted itself to settle down to the routine task of preparing pupils for the entrance examination to college, fixed and conducted by the college authorities. Whatever that entrance examination demanded and in some cases just a trifle more, has been taught; whatever such examination did not call for, no matter how important or valuable it might be for a boy's education, has not been taught. The secondary school, then, has been too largely dominated by the college and in few cases has that domination been other than unfortunate. As notable instances where the contrary is true may be mentioned the stimulating influence of the more recent regulations regarding entrance examinations adopted by Harvard College and the novel unity and thoroughness imparted to the instruction in English in the secondary schools by the action of the New England colleges in uniting upon a scheme of conditions for entrance

in that subject. It is neither proper nor dignified for the secondary schools to continue in this condition of dependence. They should be as independent and as self-centred as the Gymnasium and the Lycée, and by a careful study of the history and science of education coupled with the teachings of their own large experience, they should seek to devise that curriculum and those methods of instruction that are best suited to the mental, moral and physical development and culture of the boys committed to their care. Nor need it be feared that in so doing they will interfere in any way with the preparation of their pupils for college examinations. For an education it is profoundly true that that which is intrinsically the best in any particular stage of development, is also the best preparation for that which comes after.

If the American boy is to obtain his baccalaureate at the age of twenty or twenty-one (which is considerably more than a year later than the French boys leave the Lycée and the Prussian boys the Gymnasium), he must be ready to leave the secondary school not later than seventeen; and this can be arranged while actually providing a more comprehensive curriculum than at present obtains. Before discussing in detail the composition of such a curriculum, one or two preliminary considerations must be mentioned. They may, however, be dismissed very briefly since they have so recently been treated with the highest authority by Mr. Eliot.* The first of these has to do with the length of the school day and that of the vacations. The former should never be less than five full hours of study and school discipline and the tendency to shorten it any further is irrational

*Can School Programmes be Shortened and Enriched? *Atlantic Monthly*, August, 1888 pp. 250-258.