

purely selfish reasons. Opposed to this notion are self-educated men—not many of them—who think what was good enough for them is good enough for those.

“The High School is the people's college. It should be conveniently located. The grounds should, however, be adequate. It should not be squeezed in somewhere out of sight. It should be the handsomest building in town. The pride of the citizens should be enlisted to make the High School a beautiful building, well lighted, well ventilated, kept scrupulously clean, well equipped in libraries and in apparatus. We want more teachers, better teachers and better paid teachers. Every pupil has a right to a teacher from a higher school than he is.

“The Normal schools Should demand as a requisite for admission graduation from a High School.

In closing Mr. Dewey spoke of the men who try to use the schools for political advancement and their own financial gain. The schools have no use for politics. We must keep the educational system free from politics.
—*Syracuse Standard.*

Our readers will notice in Mr. Dewey's list of factors in modern education that two are conspicuous by their absence, viz., the parent and the Church. Upon speaking to a member of the Convention on this omission, he, without any hesitation, told us that they (teachers) allowed the two above mentioned to attend to their own affairs, and they looked after the schools. The omission and the answer are equally unaccountable to us. What causes could have produced such an undesirable result?

The subject under discussion, by the principals of the Grammar Schools was the enrichment of the school programme for these schools by the introduction of other languages than English, Latin, French, German, etc.

The speaker deprecated, and in this he was warmly supported by those present, the introduction of any language or any subject that would tend to weaken the attention of pupils in their class of schools. Plainly, their motto is do well a few things; those who want many let them go to more advanced schools. We may add that the Grammar Schools correspond with our Public Schools doing the work of the fifth book classes.

Matters relating to High Schools received most of our attention. Generally speaking pupils can enter a High School at any time of the year, and generally the admission is left entirely with the principal. In some cities the admission to the High School is controlled by the Board of Education. The admission is very often based on the report of the Grammar School principal. The Board of Regents of the State University holds examinations in January, March and June in each year for their preliminary examinations, and any pupil who has a certificate of having passed this examination is admitted to a High School without any further test of fitness. At the Regents' examination the candidate can take as many subjects as he pleases; he may appear in January, March and June, and complete only in June, or take the subjects in any combination that suits him best. Every encouragement and facility is given him to qualify in this way for the High School course. In the High Schools of New York State there are no fees. This the school-men at least, put on the ground of the form of their government. We live, say they, in a republic, you in a monarchy; therefore they are compelled to induce all children to attend all their schools, and it is an aid to charge no fees. One speaker, who had paid special attention to the matter, stated in the convention that the High Schools had only a third of the number of pupils