

must have more of that living touch with reality. Then, the public must be led to a better understanding of the place and need of the school. For this difficulty cannot be fully dealt with by dealing with individuals: it is a public matter and calls for a change of public sentiment. If the people are persuaded that the school is doing work of superior excellence and of immediate significance for real life, it will be able to make its way and accomplish its purpose even in one of our comfortable and happy communities where parents obey their children faithfully.

One thing should be added here: We are coming to understand that the various school societies, literary, musical, athletic, and the like, represent something that belongs to education, because it belongs to the real life of the pupil in the school. We cannot longer treat these things as mere incidents or accidents. The emphasis may be misplaced in many ways in dealing with them; but their integral relation to the other employments of the school must now be recognized.

Referring to the other type of school, we observe that private boarding schools seem divided between two ideals—that of the home and that of the college. All such schools must unavoidably be influenced by both of these ideals, though in varying degrees. In general they seem to be tending toward the increase of student responsibility for student conduct. Here, too, many things which were once regarded as side occupations—mere time-filling and play—are now seen to be vital to the educational function of the school. As regards athletics, we seem to have taken lessons from the English who

have long recognized the rightful interest of the school in the various schoolboy sport. It is significant that continental educators are looking to England in this matter. It may be that football will supplant studies in English as the centre of the school curriculum, as English has already supplanted Latin. I hardly think so; but the teacher who is hunting for the real boy to teach makes no mistake in the conclusion that a large part of him is on the field engaged in some vigorous game.

Many are looking with favor on private secondary schools because they are believed to be more free than public schools to make useful experiments; because they can devote more attention to the individual peculiarities of their students; and especially because they may be expected to give definite religious instruction. As regards experimentation, it may be said that private schools are sometimes organized for the avowed purpose of making experiment, and that usually along the line of some specific educational reform. Much good service has been done by the pioneer work of such schools. But by far the greater number of private schools seem to be notably conservative, preferring to follow good precedent and good leadership. It is to be hoped that with the gradual relaxation of close prescription in college-entrance requirements, academies, and other privately managed institutions will undertake a wider range of judicious experimentation, and so lead the way to improvements in education in which the high schools may be able to follow them.

The possibility of giving special