

It must not, however, be supposed that materialism is dominant. The high-school curriculum always contains the basal cultural elements, and generally shows an admirable reconciliation of liberal and vocational studies.

The aim of the elementary school is the perfection of the pupil in the fundamentals of education, viz: (1) Reading, writing, spelling, and oral expression; (2) life and health preservation; (3) civic service; (4) accuracy in simple computations; (5) elementary national history; (6) nature-study and general world-survey; (7) elementary home economics (girls) and manual work (boys); (8) provision for leisure hours.

The objectives of American secondary education have been authoritatively defined as follows: (1) Health and life-preservation; (2) worthy home membership; (3) citizenship; (4) vocation; (5) command of the fundamental processes; (6) ethical character; (7) worthy use of leisure.

The secondary or intermediate period is characterized by—(a) A common integrating form of education aiming at social solidarity; (b) satisfaction of the immediate needs of the pupil scientifically diagnosed; (c) exploration of the full field of the pupil's capacities; (d) revelation of possibilities in the major fields of learning; (e) the starting of the pupil on an appropriate career. Although these are the fundamental characteristics, it is recognized that, consistently with the fulfilment of these aims, a school must cater for the needs of its own community, and so must be partially conditioned by the particular requirements of the bulk of its pupils.

American secondary education is no longer in bondage to old academic ideals. The application of the findings of modern experimental psychology has been ruthless in its iconoclasm. The retention of subjects in the curriculum can now be no longer justified by ideas of general transfer and of mental discipline. There is to-day general scientific disbelief in the automatic transmission of power and acquired ability from one educational field to another. So, too, science has exploded the long-treasured belief that persevering work at distasteful or repugnant subjects begets mental and spiritual growth. It is the application of this progressive psychology which accounts in great measure for the so-called radicalism of American secondary education.

As only 10 per cent. of the total primary pupils go on to the secondary stage of education and only 3 per cent. reach the universities, it is now recognized that each stage of education should function for its own distinctive needs irrespective of any pressure from above. Consequently, secondary education is organized with a view to meeting its independent requirements, and is not conditioned by university entrance requirements or by examinational rigidity. The flexibility of the curriculum, with its rich range of electives, is a marked feature. As the bulk of the primary pupils do not pass on to the secondary stage, the elementary programme is organized on the supposition that its pupils discontinue school at its superior limit, and similarly for the secondary programme. The old fetish of subordination of the curriculum to university requirements is absolutely dead. The secondary school functions on an independent basis; and for those who elect to go on to higher education the university system allows full credit for whatever work they have done, and provides full facilities for the intensified pursuit of their elected vocation. The compulsory rigid entrance examination such as is entrenched in New Zealand is a palæontological mental curio in America. A liberalized accrediting system has displaced it.

#### SPECIAL PROVINCE OF THE JUNIOR HIGH SCHOOL.—ITS ORGANIZATION, EQUIPMENT, AND AIMS.

Though the institution of the junior high school has by no means reached finality, it has yet assumed a fairly definite organization and system of equipment. It is recognized that it must cater for the physical, vocational, social, civic, and the avocational aims. Its special functions are—(1) Retention of pupils by adapting curriculum to meet their specific needs and interests; (2) recognition of individual differences; (3) exploration of vocational openings for guidance; (4) economy of time; (5) vocational education; (6) better teaching conditions; (7) socializing opportunities.

The rich range of curricular activities provided in this institution is bound to retain pupils. Time is economized by eliminating the dead review work of the two upper elementary grades. Then, again, the retarded pupil finds intellectual stimulation in the junior high school, and at last gains confidence in his ability to do something. The junior high school is organized to recognize the multiplicity of individual differences. It provides full facilities for a thorough "try-out" of the pupil's capacities. By means of "short unit courses," each of which generally lasts for nine weeks, he samples a large range of vocational activities so as to make a considered choice of a life occupation. A most generous provision of variables is practicable in this course.

The organization of this institution indicates clearly that America looks to its schools to give that information by which a livelihood can be gained, so that the pupils may avoid blind-alley and misfit occupations, and so that they may find congenial places in society. First in the junior high school comes a survey of the field of trades and occupations, given both by short unit courses of practical work in the various school-shops, and also by the "life-career" vocational course; and after this comes intensive work, which steadily concentrates upon the elected speciality.

Some of the advantages of the change may be classified as follows: (1) Its functions for real life and not for bookish artificiality; (2) it enables the provision of a full range of school-shops for manual arts; (3) it makes the fullest provision for varying aptitudes; (4) it facilitates departmental teaching, and the consequent contact of the pupil with several expert teachers; (5) it facilitates an earlier start with modern languages.

The obviation of haphazard choice of a vocation is a primary objective of the school. As to this point there are two views: (1) The pupil should learn his vocation in the world and supplement this by theoretical training in the school. Schools cannot afford the expense of fitting out shops,