man of any other class. A man may select his associates, and thus choose to make society for himself, but he must not tell his neighbor that he belongs to a lower caste and therefore not politically his equal.

In ordering the Public Schools there is necessity that they should be open for all classes of the people. They belong to the public, and are as much one man's schools as another's. The rich of the community may draw off from the patronage of the Public Schools in the supposition that their children may be degraded in their association with the children of persons who are poorer than they. But they may be assured that they work more damage for their own children in the deed than they do for others. If the rich man does not, he ought to know, that it is of far more benefit to his child to meet in school associations with the poor man's child, than it can be for the poor man's child to meet in school association with his child. It is not the poor man's child that may hurt the rich one's. Nor can the rich work much damage for the poor. The great school of practical life is that in which the rich and the poor meet together. This is a matter of necessity. While the communities of the world are composed of the rich and the poor, so it must be. Let, then, the child be schooled in the community in which it must move in its maturity. Let it learn, by experience, something of the characters and habits and persons with whom it must come in contact in maturity. Let it learn to work the practical of life as far as it is possible in the school room.

THE HIGH SCHOOLS.

It is said of the High Schools that they are in some degree select schools. They are so of necessity. All the persons that send their children to the Grammar and Primary Schools have not the ability of sending them to the High Schools. More's the pity. More's the cause for lamentation. The High Schools prepare the pupils for the duties of life in a more extended scale than do the Grammar Schools. The

High School graduate has a better chance for the future than the graduate of the Grammar School. His education prepares him for more duties and for higher stations. And why should not the poor man's child, with equal natural talent, possess these advantages equally with the rich man's child. In a system of public schools it is evidently so designed, and it is properly so designed. The State can do as well without the talent of the rich man's child as it can without the talent of the poor man's child; and it frequently happens that the poor man's child struggles against and through the circumstances that oppress him, and becomes of much more service to the State than the child of the man who could provide for him the most extended education.

Life has its difficulties in all its grades, and the man does best for his child that prepares him to battle with and overcome those difficulties. This is not to be accomplished by any exclusiveness of education or of society. It is to be accomplished by contact with the world and with the difficulties that are to be overcome.

As parts of our system the High Schools are important; they are indispensable in their relations. It follows that the best and highest facilities for educating the children of the people should be afforded them. The High Schools, as they work in our system, are the people's colleges, and they should be provided with the best and highest agencies of education and with the most extended educational advantages.

THE CENTRAL HIGH SCHOOL.

The High Schools of our large cities contain the selected talent and character of the public schools of those cities. In the material furnished, the High Schools embody a great proportion, not only of the talent and character, but of the controlling ability of the country. The boys of the High Schools are the future controllers of the business relations, and the future legislators and public agents of our country. All the facilities and all the honors of their studies should be afforded them. The High Schools should rank with the Colleges, both