

which are just as valuable as knowledge of biology, Greek, or civil polity.

REMEDIES SUGGESTED.

Having pointed out a current misconception regarding what constitutes education, and having mentioned what I regard as its causes, it will be in order to suggest a remedy. To secure a complete remedy will be impossible in view of the imperfections of all human institutions. It is possible, however, to mitigate existing evils, although to remove them entirely is out of the question. I venture to suggest the two following :

(1) FEWER SUBJECTS.

The curriculum in the lower classes should not be loaded with so many subjects. The advocates of the various departments have reconciled their differences by endeavoring to give every subject a show on the course. The objections to this method of making peace between rival claimants are apparent. It has led to the introduction at too early an age in the student's course of subjects that have comparatively little value in the preparation for the ordinary purposes of life. The evils are not prevented by making some of these subjects optional only. It is assumed that parents and teachers have sufficient judgment and independence to give proper counsel. This is not the case. What course in life young children will follow cannot well be predicted ; but what they should learn will largely depend on the positions they are to occupy. The majority of pupils will, however, follow the humbler walks of life. Not in this country alone, but also in other countries under democratic institutions hundreds of pupils begin the preparation of the various subjects for ma-

trication who never enter a University. The plan of allowing, though not compelling, certain subjects to be taken up in the lower forms of High Schools does much harm. The statement that one subject is as good as another for purposes of training is untrue, though plausible. The kind of knowledge which is valuable to a person is that which will fit him best for the duties of after life. There are some kinds of knowledge which everyone should have, and knowledge of this kind should dominate the greater part of the High School course. It is a fact that many pupils who never complete Form III. of the High Schools fail to obtain sufficient knowledge of essential branches on account of giving too much attention to classics, modern languages, and certain portions of mathematics and natural science. Educationists are tolerably well agreed as to the subjects which all students should take up. Every person should be trained to have a love for good books, to understand natural phenomena, to be familiar with elementary arithmetic, to know something of the history and institutions of his country, to understand how to keep his accounts, and to know something of drawing, including some knowledge of manual training, either obtained on the farm, in the shop, or at school.

It is safe to say that for the ordinary pursuits of life, viz., those of the farmer, mechanic, merchant, etc., a knowledge of algebra and geometry, except of an elementary character, is not necessary. An acquaintance with Latin, Greek, French, German, etc., is not essential. Every teacher knows, however, that attention to the non-essential subjects lessens the amount of time that can be given to English literature, elementary science, drawing,