

speare, that is, as infantile with adult civilization. It may further be said of the English language that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented."

From this he argues, and who will say the contention is not a sound one, that English literature should occupy a higher place than it does in the liberal education of the English speaking peoples?

Let us now apply this principle of utility to the formation of the curriculum for our Public Schools. And first we would say—the useful should supersede the ornamental, and secondly the practical should supersede the theoretical.

In discussing these two propositions it must be borne in mind that in an ordinary Public School the teachers' time is divided among a great many classes. The amount of attention which he is capable of giving to each subject is necessarily very limited. The average rural school contains from ten to thirteen classes at least. How important is it then that no part of the teacher's time should be frittered away in idle embellishment, to the neglect of the substantial and the necessary. It must also be remembered that the school term of the average scholar is very short. Only two per cent. of our pupils ever enter the Fifth Reader. It may fairly be presumed that the majority of the half million attending our Public Schools leave before reaching fifteen years of age. Are we doing them justice, or are we doing justice to those who bear the burdens of taxation, if we fail to consider this circumstance?

Then what are the requisites of a Public School curriculum?

1. Every pupil should be taught to read intelligently the literature of the day—not merely to *know* the words, but to understand their meaning, and to give to each word its proper force and vocal significance.

2. To write neatly and legibly, in proper form, an ordinary business letter.

3. To spell correctly, not, of course, all the words in the dictionary, but at least such words as are of common use in commercial circles and in every day conversation.

4. To make such calculations in arithmetic, rapidly and accurately, as might be required in the daily business of the merchant, the farmer, or the artisan.

5. To know the history of his own country minutely, and such general historical facts as may be said to have exercised a wide influence in shaping the destinies of other nations.

6. To have such a knowledge of places as would localize his knowledge of the history, climate, productions, and races of other countries.

7. To be so trained in the art of composition as to be able to express clearly, either on paper or orally, the knowledge he possesses.

8. To be able to delineate pictorially what cannot be as well expressed in words.