

take—it should embrace all the First Book. Then again, “Algebra, simple equations one unknown quantity” (this is the same in Forms 1 and 2 in the High School). This I think very objectionable; it is like attempting to teach the Alphabet and stopping at the letter “S”. Two unknown quantities at least ought to be taught; in other words, simple equations should be taught fully.

Keeping in mind the fact that the Public School is the National School, wherein 92 per cent. of the children of Ontario complete their education (according to the statistics compiled by Dr. Jackson and found in his paper read last year), it ought to be conceded without a dissenting voice that the more advanced and thorough the curriculum is in the Public School, the more intelligent the future nation, at least the Ontario branch of it, will be. Short of this acme we should not stop; it should be our constant effort, as the representatives of the people, to see that their welfare in the educational direction is secured to the greatest possible limit, and then carefully watched and guarded.

I cannot better close this paper and emphasize this feature of the question before us, than borrow a few sentences from Dr. Jackson's valuable paper, read at our last meeting:

“Our Public Schools are *par excellence* the people's schools, and they should be utilized for the people to their utmost limit. The change (making the Fifth Form compulsory, and the standard of entrance to the High School) would not only tend to raise the popular standard of Education, but it would be in the interest of economy. Our Educational system is supported by the people, and it is or should be for the people. In order that the greatest good for the greatest number should be secured, the Fifth Form work should be compulsory, and the basis of the entrance for the High School,” and I again add, that the initial work in the High School should begin where the work in the Fifth Form leaves off, and not as it now does, completely overlap one on the other.

The following valuable remarks of Mr. Reazin will be apt here again: “But unfortunately the Public School Leaving Examination does not seem to have met with the approbation of our dominant class of teachers. The High School men seem afraid of it; they would rather work away on poor material than run any risk of becoming short of material. They would, it would seem, prefer to go on preparing candidates for the Primary out of poor material, two-thirds of whom are destined to be plucked, rather than surrender the Public School bone or any part of it, of which they are in illegal possession; and so in some way that we cannot account for, the new Public School Leaving Examination was ushered in with such a severe set of examination papers, and surrounded with such very restrictive regulations, that many people were led to believe that an attempt was being made to render it unpopular with teachers and trustees, unpopular with the public, in fact, to strangle it at its birth. . . .