is a suitable subject of training for the numerous class (some 50 per cent. of the whole attendance) whose education ends with the High School, most of whom indeed never reach the stage of the Primary Examination. A boy who leaves the High School at the age of fifteen for the farm, the store, the office, or the work-shop, will find a course in science more useful than a two years' course in Classics or Modern Languages, which require time to produce any appreciable effect in the way of discipline or culture. The study of science teaches pupils to observe; at all events it gives them a stock of useful knowledge.

With such a contention most people will agree. If it is possible to do anything at all for this class in the way of culture, the best course for them probably is: English, Mathematics, History, Elementary Science (*i.e.* an explanation of the laws of nature.) It must always be borne in mind, however, that mental immaturity means lack of appreciation, and that, except in rare cases, any attempt at culture at this early age must necessarily be in a great measure futile. The University Extension movement aims at supplementing in after years the culture of this class and it may do something in that way when it has maturity on its side. But the High School can not count on doing much for them; time is a necessary factor in education, which is a plant of slow growth; there is no short cut to culture; knowledge comes, but wisdom lingers. The desire to raise the lower limit of national education as high as possible, is one with which all will surely sympathize who believe that education is the hope of democracy. I should be sorry however, to see it interfere with the interests of that liberal education which it is the main business of the High School to impart. Let us hold fast the good we have. Pupils who are preparing for university matriculation and are willing to devote the requisite time, pupils who have no object in view but culture and can afford to await the slow coming of mature intellectual powers, should not be compelled to forestall any part of their course. Science they may be allowed to defer until the benefit to be received is not problematical but a proved and assured fact. The commercial subjects themselves are of questionable advantage to such pupils, though an unquestionable interference with their chief aim and a dissipation of time and intellect.

A more promising method of improving the necessarily defective culture of the class referred to—as I heard expressed on every side during the late Convention—is not by the degradation of the High School, but by the elevation of the Public School. The High School entrance examination should be based on the work of the fifth class in the Public School, and not, as now, on the fourth, and the standard of the Public Schools raised to meet the requirements of those who can not take time for more than a short course in the High School. The number benefited would be greater than by the other method; and it would be increasingly greater, as parents would be stimulated to allow their children time to complete at least the Public School course. If this plan is out of the question let us have, (instead of unification) complete differentiation and parallel courses for the different departments of High School work.

To return to our argument: If elementary science is likely to advantage those who leave the High School after one or two years' attendance for the active duties of life, it may also advantage those who never reach the High School at all, but finish their education in the Public School. If these can master more than the three R's, they should be