

thoroughly, and does not teach him what he ought to know. Our present educational system, so far as it has been designed, and is not the partial survival of another and nobler ideal, has been framed by men who do not sympathize with the scholars' ideal and indeed have never realized what it means. The future scholar enters a Public School at the age of 6 or 7, and leaves it at the age of 13 or 14. What has he learned during those precious 7 or 8 years? He has gained no more solid knowledge than a boy of average intelligence, under careful training, might easily acquire in 3 years at the most: he has simply acquired an elementary knowledge of reading, writing and arithmetic—a little grammar and history,—most of it dead and meaningless—and an unorganized collection of miscellaneous information, some of it of a very questionable character, and the whole of it superfluous for one who is going to study things thoroughly.

It may be said, however, that, though our Public School education is not the best adapted for the production of future scholars, it is the right kind of education for children who leave school at the age of 13 or 14. This is a curious doctrine! A boy's whole chance of education comes during his 7 or 8 years at the Public School, and we let him leave it so badly taught that he has no feeling for the literature of his ancestors—one of the noblest literatures in the world—he is unable to write a plain and simple paragraph, and he has no facility in the solution of the simplest arithmetical operations. The way to economize the boy's time is to spend it solely on fruitful work, which will educate his imagination, his taste and his intellect; and instead of doing this obvious thing, we cram him with dead and lifeless matter, and teach him things he has afterwards to unlearn! It seems to me that the right training for the boys who are to leave school at 13 or 14 would be the same training as for the future scholar,—with this difference that he should take more English and perhaps some little manual training, while the other is preparing for his future career by the study of either French or German. I would therefore suggest that, between the ages of 6 and 9, all boys should learn the rudiments of reading, writing, arithmetic and drawing; and that from 9 to 12, the clever boys should also take French or German in the Public School as an optional subject. In this way we should avoid the too early