

ployed in the great work of education, especially when we consider the fact that not more than one-tenth of the great mass of mind can ever be brought under their influence. We cannot subscribe to the doctrine advanced in the last report of Superintendent Ryerson, which is substantially as follows:—In order to realize this whole idea in a provincial system, the Academy must be firmly coupled with the primary school, the University must form a thorough connection with the Academy. Is this really to be our position? Is this our great system of Public Schools published to fame? The tendency is to reduce us to a mere dependency upon local institutions, richly endowed, and manifesting strong centralizing tendencies, but which is barely able to lift up its own unwieldy proportions. We cannot accept the position at this progressive day. We claim for our Public School system entire independence of any local institution. It must be the foundation upon which all other educational structures rest; and while we admit the connection of higher institutions, we demand that the elevating force be here applied. It must be *vis a tergo*—the engine must be placed at the other end of the train—and the power thus applied will move the whole superstructure forward and upward, sweeping from its pathway the numerous local and partial institutions, and communicating an impulse to the Colleges and Universities they have never felt. Such has been the result in other places. Public High Schools have supplanted Private Academies, and Colleges have raised their standard of qualification for the admission of pupils.

We wish not to be misunderstood. We wage no warfare against any educational institution. Let private munificence seek such modes of manifestation as shall be desired; we only claim that public funds should be appropriated for the highest good of the masses.

No truth is more evident than that successful reform must begin with the primary schools. Here the foundation must be wisely laid, and no future embellishment of the uprising structure can supply the defects of an insecure and unstable basis.

The deficiencies in primary culture can never afterwards be supplied. All the care and skill of the academic teacher can never wholly eradicate the evils of an improper primary training.