

for which the 95 per cent. who never attend a High School should aspire.

Where lies the difficulty? Do the High Schools attract all the senior pupils as soon as they are ready for Fifth Form work? Are Public School teachers not properly qualified? Have teachers of rural scholars too little time to perform so much work? Is the examination too difficult?

No doubt the High Schools have, in the past, been guilty of attracting the cream of the senior Public School pupils, but this fact is not to be deplored for, perhaps, in nearly every case where a pupil begins a High School course he continues it for more than one year, thus advancing farther than he would had he remained in the Fifth Form of the Public School for a single year. Further, no one, we believe, would argue for the retention of this class in the Public School merely to prevent it attending High School.

Are Public School teachers properly qualified to teach the Fifth Form? If they are not, it is a reflection either upon the High School programme or upon the work done in High Schools. Granting there were some grounds for such an assumption in the past, in the case of Third Class teachers, this difficulty must now speedily disappear with the abolition of Third Class certificates.

Have teachers of rural schools too little time to perform so much work? Rural school teachers, who have not had experience in this work, will, we believe, be quick to answer in the affirmative. But those who have attempted the work have been surprised that it causes no more friction than it does. Those teachers are scarce who are too busy to do something which they are fond of doing, which they feel their duty to do, and which they have the ability to do. Yet, right here, we are bound to say, lies a very great and serious difficulty, one which, to a considerable extent, handicaps the teacher who attempts to do Fifth Class

work in a rural school. He has practically to solve the problem of how to do eight or nine hours' work in six hours. How can the work be done advantageously?

When we remember that this is a Public School Leaving Examination we do not feel inclined to decry it on the ground of its being too difficult, for it is intended to represent the education which the boys and girls of Ontario are given during their whole school course. Yet it is doubtful if any High School teacher would be willing to accept this examination as a test for promotion from his First Form to the Second Form. This we consider to be one of two causes which led to the great number of failures last July. The papers, especially in English Grammar and Arithmetic, were too difficult.

Now, since it is evident that the existing condition of affairs is unsatisfactory, let us ask and briefly answer what is the nature of the programme that should be provided for advanced pupils in rural schools? It should be borne in mind that the majority of these will never attend a High School, and therefore the work should be of such a character as will prepare them for their peculiar life's work and for the enjoyment of life rather than work that will give them a certain standing in a course they never intend to take. Algebra and euclid should be unmercifully dropped from the course. A superficial knowledge of them can be of no practical value. The arithmetic course is properly considered too long, Public School Leaving candidates being asked to do nearly the same work as Primary candidates. Such an important subject, however, should not be neglected—especially commercial arithmetic, dealing with interest, taxation, insurance and annuities. Composition also should receive much attention, for the man or woman having the power of elegant expression, oral and written,