

the P.P.A. will make a fatal mistake if from a narrow point of view they forget the fundamental condition for the good which they seek, and they all set some good before them even if they go a long way round to get at it, the good which they all seek is bound up with this interest.

The great forces which largely do the work of raising the quality of our country's population are three or we might say four: (1) The home, upon which the physical man so largely depends for his start in life; (2) the educational or school system, which gives the intellectual nature its start; (3) the Church, which is the centre of a nation's moral life; and (4) the press, including all forms of literature, which contributes to all. It is, of course, quite clear that these forces each affect directly or indirectly the whole field, and yet each has its center at some one point of the field.

From such a point we wish to discuss the economics of education by which we understand not the relations of education to the production of a nation's material wealth, but, taking it for granted that education contributes to a nation's well-being in every direction, the principles by which we can obtain the highest results both in the standard of education and in the general distribution of its advantages.

Education is usually distinguished as primary, secondary and higher, corresponding to the public school, the high school and the university. Again the secondary and higher education is distinguished as general and technical or professional. We have thus in a complete system of education such as we find in the most advanced countries of Europe and America the following classes of schools:

1. Primary Schools. These are frequently preceded by the kindergarten, the object of which is simply, development of the power of acquiring

knowledge through the senses combined with physical development. It is supposed that from one to two years can be gained in the subsequent progress of pupils by means of this preliminary training between four and seven years of age.

The object of the primary school itself is the communication of those elements of knowledge which every man should possess for the practical work of our common life. Every person should be able to read, write, present his thoughts, spoken or written, in simple and correct English, make common arithmetical and commercial calculations, and know the proper form for simple business documents, understand the elements of the history and geography of his country and the duties of citizenship. This education is not only that which every person must have for the common purposes of life, but it is at the same time the basis of all subsequent advance in knowledge. The pupil who is to continue his studies for years and the pupil for whom this is the only school curriculum alike require this course and require that it should be thoroughly mastered, made an accurate and permanent acquisition.

2. Secondary education at once widens the sphere of thought and life. It leads a man beyond the intellectual operations absolutely necessary for the common work of life by unfolding to him first the principles upon which those operations depend. To his Arithmetic and Mensuration the pupil adds the Algebra and Geometry which unfold their scientific basis. To the simple Composition he adds the principles of Rhetoric. To his Geography he adds the elementary principles of Natural Science. Thus in every direction the student in the secondary school passes from the simple mastery of facts to the mastery of the principles upon which the facts depend. At the same time the field of facts and