

purely destructive character, let me summarize here, at the risk of repeating myself in part, the chief reforms in our system which seem to me urgent and feasible.

1. The courses of study.

Let the work of the Public School be better adapted to the end in view, and to the stage of mental development of the child. This implies a good deal less grammar and arithmetic, especially in the early part of the course, a great deal more attention to reading and spelling, and in general, less prominence to subjects which are of little educational value. Let us by all means ensure that the pupil, on leaving the Public School, shall read with intelligence and ease, spell correctly, write well, and perform simple arithmetical operations with accuracy.

For the High School, I propose, first of all, some arrangement by which the pupil may begin his languages at a reasonably early age. There is no reason why the pupil should not enter the High School as soon as he is well grounded in the essentials I have mentioned above. It seems in some quarters to have become accepted as axiomatic that the only path to the High School lies through the completion of the present Public School course, with all its encumbrance of non-essentials.

This is one of the fundamental mistakes of our system. I do not propose to limit the sphere of the Public School, or to abridge its curriculum, but I maintain that the work of the High School will be in great measure ineffective so long as it of necessity begins where the present Public School curriculum leaves off. Nor will matters be improved by the introduction of language teaching into the Public Schools. At best, the languages would be optional, and the efficient teaching of them could not be secured. Further, I propose for the High Schools a change in the allotment of time and attention to the various subjects so as to provide for a really liberal education. This change could easily be secured, if the non-professional training of teachers were transferred in large part to the Normal School, where it properly belongs.

For the University I propose a remodelling of the present course and the shortening of it by one year, conditional, however, upon the changes which I have outlined above.

2. Examinations.

In general let the examination evil be reduced throughout the whole system. Let us have more teaching and less examining, and this applies perhaps nowhere with more force than to the work being done in the Public Schools. Let the non-professional examinations for teachers be applied when they have completed their whole course of training, thus removing from the High Schools one of the greatest impediments to effective teaching.

3. The training of teachers.

This is a most essential matter. The most obvious reform under this head is the abolition of the County Model School. It has been and is a mere makeshift. Let the Normal Schools be developed along new lines, or rather let their old teaching function be restored. Make these schools thoroughly efficient by increasing and strengthening their teach-