

Others fear that the introduction of any such Voluntary School scheme means the breaking up of our Public School system. In England and elsewhere Board Schools have grown in the face of well-established Voluntary Schools, and it is perfectly right that for those who are enamored of an educational system without religious or any other special instruction, they should have schools to their liking, provided that in them there is no lack of efficiency in the elementary secular instruction required by the State. How, then, will the affiliation of Voluntary Schools break up the Ontario schools? If it is true that private enterprise could in this way surpass the work and efficiency of the present

Public School, and by so doing attract the children of the community to such an extent as to injure the Public Schools, the sooner we remodel our system the better. If our present Public Schools cannot stand competition, what value are they to the public? I believe that, as a matter of fact, the affiliation of Voluntary Schools will extend the influence and work of our State system of education, and make the system thoroughly national and complete.

The introduction of Voluntary Schools needs no revolution in our present system. It is, as I have stated, but the extension of the same system, and the harmonizing of individual effort with what is already well established.

PUBLIC SCHOOL LEAVING EXAMINATION.

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That the P. S. Leaving Examination has been much in evidence of late is to state the matter very mildly. That it has so developed in magnitude that it has become one of the burning questions connected with the weal of the Public School is not to put the matter too forcibly. If it is true that ninety-five per cent. of all in attendance at School belong to the Public School, it is therefore a truism to assert that all influences and conditions which tend to increase or diminish the efficiency of the Public School are of supreme importance.

It was noticed a few years ago that the Entrance Examination was evidently the limit in education, so far as a large proportion of the school population was concerned, so to retain this large proportion in our Public Schools another year, not to send to the High Schools better equipped pupils, the P. S. Leaving Examination was launched upon the already over-crowded Public

schools and the suffering teachers. However, the great majority of teachers, feeling it to be lamentable that parents would allow their children to end their school-days with the Entrance Examination when many of them would make, if not brilliant students, at least men and women of influence in their community, lent their sympathy and support to this worthy scheme.

Unfortunately this examination has been sadly abused and diverted from the primary object it had in view, and, instead of its being taken only by those pupils who did not intend taking a High School course, we find that in many places it has largely been substituted for the Entrance Examination to High School.

We believe it to be quite within the bounds of truth to assert that, since its inception, the number of Public School Leaving certificates has not averaged twenty-five per county,—and this examination was intended to be the goal