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LITERATURE STUDIES IN PUBLIC SCHOOL.

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THE cultivation of the æsthetic side of human nature is coming more and more to be a recognized essential in the education of the citizen. It has been argued, and not without some force, that if we wish to have a law-abiding, industrious, intelligent public we must first make it a reading public. Reading broadens, elevates and refines; and whatever ennobles the mind and refines the heart of man, clearly and incontrovertibly contributes to the cause of good citizenship. The man who reads brings to his work a breadth of view that lends dignity and charm to even the humblest labor, enabling the toiler to see his work in its true relation to the sum total of man's work in the world, and elevating the most trifling details to an importance worthy of the ideal whole; he brings to his contemplation of the events of the times, whether social, religious or political, a knowledge and sympathy that militates strongly against the spirit of bigotry and unwholesome prejudice which characterizes the ignorant and the one-sided; and he brings to his daily life the refinement of cultivated sensibilities, and a living interest in the past and the future that renders less vexatious and engrossing

the petty cares and accidents of the present.

It is, then, of the first importance that in public schools our children should receive sufficient stimulus to the reading of what is good in the national literature, not that they may become authors or professors of rhetoric, but that they may make peaceable, useful citizens.

It affords considerable satisfaction to know that in the Province of Ontario the examination for entrance to high schools is shortly to be superseded by what is called the Public School Leaving, a change which is calculated to extend the public school course about one year. While it would be too much to expect that the 95% who now never proceed to the high school, would avail themselves of this extension of the course, yet it is to be hoped that a very large number will in this way be induced to pursue more advanced studies. In view of the fact, therefore, that entrance work is now, and P. S. Leaving work soon will be, the graduation standard for the great mass of the citizens of this province, it is with no little interest that we set out to examine the curricula of studies for the respective departments. But our