

we will turn to the practical working out of the Voluntary School plan in other countries where it is in operation we cannot find the extremes which this editor states would follow the adoption of the scheme, but, on the contrary, the Voluntary and Board Schools work side by side, each doing its share in meeting the varied demands of parents seeking some diversity in the education of their children. And we find this variety in the schools creating a healthy competition and rivalry which tends to improve and strengthen the educational system of the country.

The editor of the *Toronto Evening News* supplements the above objection by stating what he conceives to be a positive and negative duty on the part of the State in carrying out a national educational system. First, this editor states that it is the duty of the State to make it possible for every boy or girl to go out from his or her place in the world with a reasonable prospect of success in their chosen callings. On the other hand, he states that it is no part of the State's duty to teach denominational tenets. With these two statements every man, I should think, will heartily agree, and they both establish the very principle I am contending for in the affiliation of Voluntary Schools. With regard to the first, the Public Schools of Ontario signally fail in accomplishing what this editor states should be the aim in the State system of education. It is perfectly impossible under the present system to take any cognizance whatever of the future calling or position of the pupils in the Public Schools. No attempt can be made to fit this boy for the station in life, or that girl for the special position she is likely to be called upon to fill. This difficulty is admitted by the present chairman of the Toronto Public School Board, as we will see later on. The mechanical conditions surrounding the Public School system reduces it all to a general average, making it impossible to find opportunity for imparting any special training needed to fit one for the various walks in life and conditions that make up our diversified social life. In a subsequent editorial the *News* admits this difficulty. In it the editor states that the policy should be to make the Public School an institution for giving an education suited to the *average boy in the average place*. But let me ask how many of our boys exactly fill these conditions? Probably comparatively few, with the result that the Public School system does not meet the need of that great number of boys who either fall short or reasonably might be expected to go beyond this average which must be set in the present mechanical system adopted in our Public Schools.

In the *Presbyterian Review* the editor assumes to oppose the Voluntary School scheme, but in reality it will be found that his criticism does not touch the principle one way or the other, unless there is a hidden meaning in his statements which is not apparent to the ordinary reader. He contends that our system must be national and must be uniform in character. It remains yet to be seen what the editor means by this word "national" as applied to our educational system. The affiliation of Voluntary Schools will, in fact, do more to make the system thoroughly national than is possible in the present mechanical conditions surrounding our Public Schools. At present the educational work of the Public Schools is hampered and deprived of all advantages which might make the education in our schools liberal in the full sense of the word. As to uniformity it does not, and cannot, exist in the Public School system of to-day, though it must in each school section. I might take this editor to visit a Public School in a back concession of Muskoka, and