

either separate libraries in the various schools, or co-operate with the Carnegie Library in providing a Children's Section in the various Branch Libraries in the City.

The aim of the school system should be to guide, as far as possible, the whole mental life of the children, both in the regular subjects of the curriculum and in general reading.

4. That the formation of Parent-Teachers Associations be encouraged and that the best intelligence among the teachers be given to guiding this movement in helpful and wholesome channels.

VI. COURSES OF STUDY.

1. *Public Schools.*

We consider that the course of study in the Public Schools is not well balanced and tends to place too great emphasis on the training of memory rather than all round development. It is the practically unanimous opinion of the Principals of the schools that in literature too much detailed knowledge is required; that the ground covered in history is too great, and that the requirements in geography are more than should be expected of Public School children, with the result that cramming is resorted to and children are trained in memorization rather than in independent thought.

2. *High Schools.*

In the High Schools the same criticism applies. The attempt is made to do as much in three years as is ordinarily done in four, with the result that a premium is placed upon cramming at the expense of real education, and the University Professors find matriculants imperfectly prepared for their work, while those students not proceeding to the University, enter their life's work severely handicapped.

The tendency of the whole system has been too largely to train for the teaching profession and matriculation into the University. It is not sufficiently elastic to give the best training to those who do not intend taking these courses.

RECOMMENDATION.

We would recommend that the Board memorialize the Department of Education with a view to having the High School course lengthened from three to four years, and making more provision for the thorough training of those who do not intend to enter the teaching profession or proceed to the University, and that the defects in the Public School course referred to be remedied.

VII. HOME WORK.

With a course of study which tends to produce an over emphasis on memorization it is natural that a good deal of importance should be attached to home work. We feel that for a large proportion of the children in our schools the home work is altogether too heavy.