

workers in the public schools to aid us in stimulating the children of Canada, at least to secure the advantage of a full high school course. It is vain for Canada to hope to hold her place, or to get there, in the commercial and industrial world unless she educates her sons and daughters for the relentless war which is being forced in all quarters.

What says the Minister's Report about the attendance of the pupils in the more advanced classes in the public schools? Last month we expressed our disappointment with the unsatisfactory character of these figures regarding the attendance in the public schools.

Instead of 177,641, the number given in the Report for the First Reader, we take 107,908 as the least number in this Reader, without repetition of names. Then we have: First Reader 107,908, Second Reader 88,836, Third Reader, 94,069, Fourth Reader 84,507, Fifth Reader 17,468. Between the number in the first and second readers we have a difference of 19,072. What has become of these children? Here we have a loss of nearly 20 per cent. in the two lowest classes, and not a word about it! The report shows that with the exception of the first reader class, there are more pupils in the third reader than in any other. It is gratifying to find so large a number in the third book, but it would be pleasant to hear a word of explanation. Of the 84,507 in the fourth reader, only 17,468 are accounted for in the fifth reader! That is 20 out of every 100. And our readers will please remember

this includes all those in "continuation" classes. Let not the people of Ontario deceive themselves by taking for granted that a large number of the fourth reader pupils are found in our high schools. Punch's criticism on the British fleet is pertinent in this case; "the fleet should be there, but it is not"; so these pupils should be in the high schools, but they are not. Why not? Is it the fault of the programme of studies in the public or high schools? Is it the undue number of examinations? then lessen the number. But in this connection we wish to say that pupils in both public and high schools ought to be taught how to answer examination questions: how to do themselves and their schools justice with pen and ink. Such trials as are found in examination halls are constantly met with in daily life. These statistics do not support the contention of those who hold that the present programme leads to the college: for few of the pupils of the public schools are found even in the high school, and fewer still in the college. What is the Minister of Education going to do with these things? What the House of Assembly? Who are to take charge of the mining, the railroads, of all the enterprises of this auxiliary nation of the British Empire? Experts from the United States, from the Continent of Europe: foreigners? And the British-Canadian take third or fourth place in the development of this Dominion? This solution of the problem is not British.