

Not tributary greetings--though to thee  
 She once owed fealty--but sundered far  
 From thee by kindly seas, her great heart yet  
 Goes out to thee in sympathy and hope,  
 That in the marching of the centuries,  
 Both she and thou, in Freedom's cause allied,  
 May nurture still a happy people, rich  
 In peace, in God-given sympathy and hope  
 Of a diviner destiny to be.

## THE HIGH SCHOOL CURRICULUM.

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**I**F an intelligent business man were asked to take charge of our educational system, probably the first thing he would do would be to divide the work of secondary education amongst four distinct classes of High Schools, somewhat as follows :--

I.--*Classical Schools*, whose chief object should be preparing for Matriculation in Arts, Laws, or Medicine.

II.--*Normal Schools*, one in each county, whose work should consist in giving to second and third-class teachers their literary and professional education. The training of first-class teachers should be done in our Universities.

III.--*Technical Schools*, whose object should be the training of boys and young men for the various trades, and for mercantile life.

IV.--*Agricultural Schools*, whose special aim should be to furnish instruction in all those sciences having a direct and practical bearing on farming.

Immediately after this re-distribution of the work of secondary education, should follow the abolition of Mechanics' Institutes. As Institutions for imparting technical education they have been, and are, complete

failures, and the public grant now frittered away in eking out their struggling existence, might far better be spent in establishing a new class of High Schools to do the work which these Institutes have never done, and never will do. The professions are all very much overcrowded, and therefore no special plea need here be urged for maintaining Classical and Normal Schools. But nearly 3,000 of our High School pupils leave every year to engage in mercantile, agricultural, and other pursuits, and what special training, it may be asked, has the Education Department provided for these? Scarcely any. "Our Mechanics' Institutes," I quote from the last report of the Minister of Education, "are only circulating libraries." Not quite \$4,000, of the Government grant of \$25,000, are spent in providing practical instruction for those engaged in mechanical employment or manufactures; and, in 1882, only fifteen out of over 100 Institutes had technical classes at all. Skilled labour is one of the great wants of our country, and yet it seems to have been assumed by those who shaped our educational policy that no special training was needed by those intending to become artisans. There is, of course, an Agricultural College at Guelph, and a School of

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