

education, which, as the "divine Plato" pointed out long ago, so largely determined a man's character in after life. He begged to draw attention to one feature of his scheme of education, to which Prof. Shortt had adverted: the majority of High School pupils were not expected to take the severe course prescribed for the future scholar and scientific man. His reason for combining the teaching of prospective University students and of boys who left the High School after two or three years was (1) to prevent class distinctions, and (2) because it enabled those who did not take the higher studies to live in a finer spiritual atmosphere. With Mr. Ellis' demand for a course of training for the majority of pupils who leave the High School at 15 or 16 he was in entire sympathy, and a careful reading of his paper would show that he had kept that in view, as well as the requirements for teachers and university students. It was an augury of future success that the defects of our present system were so generally admitted, and that the gradual improvement of Public and High School education, as well as of University teaching, was hopefully anticipated.

Though no resolutions were put from the chair at the meeting, there was general agreement that Latin, Greek, French and German should be compulsory for Junior matriculation, and that to this end the following steps should be taken at once;—

1. The adoption throughout the Province of a well considered scheme of Christmas promotions.
2. The reform of the text-books, especially those used in the Public Schools.
3. The radical simplification of the history, grammar, geography and arithmetic of the Public Schools.
4. The granting to local boards permission to introduce into the highest form of the Public Schools either French or German or both.
5. The abolition of three-fourths of the prose and grammar in the Greek, Latin, French and German of the High Schools and Institutes.
6. The reconstruction of the requirements for Junior and Senior Matriculation.