

an utterly unsatisfactory one) for advanced High School classes. If the Minister wishes to see how illogical this procedure is, let him repeat to himself the reasons he has advanced for instituting these Public School courses, and then add immediately, "And therefore it follows that students who take this course are *ipso facto* qualified to enter Form II. or Form III. of the High School."

And at a later point the same assimilation of courses yields unsatisfactory results, though the evil is not so crying. The University may be benefited in attendance and fees, but in some other ways it is harmed by the manner in which the B.A. degree is connected with the non-professional teacher's certificate. That the possession of a degree is not in itself a sufficient guarantee of the possession of the exact kind of scholarship required for High School teaching is not difficult to prove. And, in perhaps a slightly irregular way, the High School masters who examine in methods for the Normal College act on this belief. They seldom, if ever, set a paper on methods that is not also intentionally made a test of scholarship too, and in some cases it has been scholarship alone they have sought to test. I shall not dwell on the way in which the University is harmed, except to appeal to any University teacher present whether it conduces to proper work, and the keeping of a right ideal before students in college, to have so many of them caring only for the degree, however secured, just because it has a market value, and not at all for the mental culture to be obtained by a college course.

Again it is not in the courses of study alone that a vicious uniformity exists, but in the standard also. What magic is there in the 33 percentage that it should be made the ideal for students to aim at from the time they enter the High School till their edu-

cation is ended? Why, for example, should the prospective teacher not be required to take a higher percentage in some subjects at least? If there is much poor teaching in the Public Schools, we will say in arithmetic, what else can you expect when many of the teachers never got much over 33 per cent. on any arithmetic paper in their whole course? There are some things of which the teacher should have a 100 per cent. knowledge, and yet of which one can never be sure that he has even a 50 per cent. knowledge.

Some prominent business men complain of the wretched spelling, and arithmetic of the pupils who come into their banks and warehouses. And what wonder? They never had to get more than 33 per cent. But the merchant does not want an accountant or salesman who calculates the right amount only one time out of three, or a secretary who can take only 33 per cent. on a dictation paper. If for certain examinations on certain subjects a higher percentage could be required, then a much better test could be made (not necessarily a harder one), and pupils would not have the debasing suggestion constantly before them that if they half know a thing they are quite safe—with even a considerable margin to the good.

It may be objected that if there be a variety of courses in the High Schools, it will become impossible to arrange a time-table. I should be content to leave the matter to the verdict of the teachers. I imagine that if there were a little less uniformity and restriction, and a little more freedom and individuality, the headmasters would not boggle at the time table. It is not as though they had such easy work with time tables under the present arrangement.

Complaint is often made that all individuality is repressed under our present system; and that is true of the pupil, the teacher, and the school. If