

subjects but to arouse parents to a sense of their duty in the matter. If Mr. Baldwin can prove to us that the danger of ecclesiastical domination is unfounded or can be fully guarded against, his scheme offers to the state a mine from which vast revenues for the service of education can be drawn. But this point must be made very clear; we will not give our schools over into the dead hand of the Church. "Suffer not the old king; for we know the breed."

Properly worked, such a scheme would give a vast increase not only in power but also in flexibility, and would be by far the best remedy yet proposed for the dead-lock which is being brought about by the multiplication of subjects of study. Whether the lines on which the Avenue Road School are being conducted are wholly satisfactory, is open to question. Mr. Baldwin's memorial says that: "The elementary education covered by the Public School curriculum can thus be supplemented by a grounding in classics, by adding drawing, music,

commercial, religious or other special instruction desired by parents." . . . "Such schools would be required to employ only qualified government teachers, use Public School text-books and submit to inspection." This would be a guarantee of the efficiency of the secular work of the Public Schools." (The italics are mine.) This emphasis of the secular work done is perhaps an attempt to throw a sop to the Cerberus in St. James Square. Unfortunately what is wanted is not an addition of several subjects, however valuable, to the present curriculum but a simplification of the mass that already exists, the picking out of a few central subjects to be taught everywhere, and the distribution of the options among a number of state aided voluntary schools. If the proposed system is to attain its full value, the state must decide on a certain small number of subjects as compulsory, and allow the others to be at the option of the parents in the different localities.

CURRENT PROBLEMS IN SECONDARY EDUCATION.

Continued from March Number.

I have reserved the group of problems bearing upon the formation of a curriculum until the last. From the practical side, however, we probably find here the problems which confront the average teacher most urgently and persistently. This, I take it, is because all the other influences impinge at this point. The problem of just what time is to be given respectively to mathematics and

classics, and modern languages, and history, and English, and the sciences—physical, biological—is one the high school teacher has always with him. To adjust the respective claims of the different studies and get a result which is at once harmonious and workable, is a task which almost defies human capacity. The problem, however, is not a separate problem. It is so pressing just because it