

animated with a love of our own literature and instructed in elementary science. This seems an irresistible contention; and therefore the Public School teacher must be qualified to teach the general facts of elementary science; and as long as the High School has Normal School functions to perform, as long as it prepares candidates for Departmental teachers' examinations, so long must provision be made for the teaching of elementary science in the High School.

And here I may say in passing that, by parity of reasoning, an attempt should be made to equip the Public School teacher, of even the lowest grade, not only for the teaching of Science, but also for the teaching of English.

This can not be done without exacting Latin, at least at the Primary Departmental examination. Latin is made obligatory for all teachers in Germany and—Mr. Hodgson assures us—in some of the New England States. Few will maintain that English can be efficiently taught without some knowledge of Latin; without it, indeed, English is apt to be (as has been well said) “a strange collection of inexpressive symbols.” It would be of advantage, in another way, to the candidates themselves, as bringing them in line with University matriculation. The teacher's education is not complete when he leaves the High School examination hall; in fact, it has usually only begun. No class is more anxious for self-improvement, and they struggle forward to a higher and still higher level of culture. Many of them are subsequently found in the university, where they often make most successful students on the science and mathematical side. They would be equally so on the literature side, if they were not hampered at the start by their ignorance of Latin. When they begin to think of university

matriculation, the time has often passed for repairing their deficiency or for ever thoroughly mastering the rudiments of Latin, Greek and Modern Languages, without which no adequate knowledge of literature is possible. They are thus usually barred from pursuing such a course in the university.*

Mr. Seath asks the universities to modify their matriculation requirements and to accept a course laid down in the interests of the two classes just indicated, *i.e.* candidates for a teacher's certificate and pupils who by their early removal from school are soon beyond the reach of culture altogether; that is to say, he is virtually asking them to determine their matriculation in the interests of pupils who are never to matriculate. The course for matriculation is laid down by the university and is intended to be part and parcel of the university course and preliminary and preparatory to it. The end, therefore, of this course in the High School is culture, just as the end of the university course is culture; and this end it should strive to attain regardless of any lower interest that may tempt it to deviate from its ideal. This is the end for which the High School was founded, as Mr. Seath admits; and the advancement of culture is its highest and noblest function.

Whether the matriculation course laid down by the university is the best possible or not, is another question; but the universities cannot be lectured into degrading their own ideal, or shaping the matriculation

* This proposal to make Latin compulsory at the Departmental Primary—has long been before the public. Mr. Seath objects that the Public School could not then prepare candidates for the Primary. This is true; it would have to be done by the High School. The number of candidates so affected, however, would not be very large.