

more profitable to the public would it be to expend the same amount of money on their Public Schools.

There is a good deal of force, we believe, in the concluding remarks of Inspector McLellan in the last report made to the Department.

"I presume but very few of our head masters could take a "First A," under the new law. Let every High School master be required, in addition to his degree, to hold a first class provincial certificate, or to teach a year (or so), as assistant-master, before he becomes qualified for a High School mastership. It is insisted that a person shall have a second class provincial certificate to qualify for a first class. Why should not a candidate for a High School certificate be required to hold the highest grade of Public School certificate, in order to qualify for the highest educational positions! The subjects generally taught in

the High Schools are identical (except a smattering, in most cases, of classics and French,) with those required in the examinations for first provincial certificates, and I unhesitatingly assert that (and my notes will prove it,) a great majority of our union grades are not as well qualified to teach these subjects as Public School teachers holding "A 1" certificates under the new law; and yet a great many of these men prate about the "indignity" of having Public School Inspectors associated with them in the examining boards on terms of perfect equality! A great many of the High Schools of the country would, under the present circumstances, be far better off—more rapidly "worked up"—if under the charge of first class provincial teachers.

We propose next month to follow up this question, by referring to the impropriety of requiring High Schools to do so much of Public School work.

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## MODERN CULTURE.

READ BEFORE THE ONTARIO TEACHERS' ASSOCIATION, AUG. 14TH, 1873, BY J. HOWARD HUNTER, M. A., PRINCIPAL, ST. CATHARINES COLLEGIATE INSTITUTE.

The remarkable age in which it is our great privilege to live has been characterized as the age of free thought and inductive science. Perfect freedom of discussion ought to possess an especial charm for teachers, for they of all men have hitherto been most obnoxious to the assaults of bigotry and intolerance. Teachers of special religious opinions have, of course, been pre-eminently conspicuous for their zeal and their sufferings; but hardly less numerous have been the martyrs of science and philosophy. There can be no more sublime spectacle than that of the human intellect, divested of its well-worn fetters, and implemented with the stupendous powers bestowed by its Creator, rising to the height of its full stature, and striding forth from its prison-house in the fearless pursuit of truth. This is a spectacle which the

poets and sages of the olden time lovingly portrayed and longed to witness, but the phenomenon has been, until our more fortunate day, rare and exceptional. For the first time in the annals of the world is culture becoming truly liberal, or is discussion becoming really free—when an independent thinker has to fear neither the fate of Socrates, Seneca, or Servetus, nor the hardly less terrible sentence of social outlawry. It would be a subject of surpassing interest to resolve the forces that have afforded this result, and to trace the stages of this grand intellectual emancipation, for which the most pusillanimous thinker among us must surely have the courage to be grateful. But at present I have to do, not with the discussion of general phenomena, but with that special phase of the intellectual revolution which relates to scholastic culture.