

5. They are of historical value as illustrating the foundations on which so much of modern thought and life has been built."

This subject was discussed in the German Federal Council last year and at the conclusion a resolution was passed affirming that the certificates of a classical education should alone give the right of admission to the medical examinations. A few years ago Berlin University expressed a very decided opinion upon the question and furnished a series of reasons for maintaining classical studies as a basis of professional education. The utilitarian educationalist, who, vandal-like, would exclude classics from the preliminary examination, desires instead a knowledge of science, physiology, anatomy, biology, etc., thus partially relieving the medical curriculum and affording a partial preparation for the professional course.

Others, Professor Schæffer for example, more wisely recommend a year's course in science sandwiched between the passing of the preliminary examination and the student's entrance at a medical college. This is an ideal plan, but is scarcely practicable in Canada. I consider it a great mistake to cram in small elementary scraps of scientific information designated as "science" in the schoolboys' curriculum. Science should not be taught until a sufficient knowledge is acquired of the ordinary subjects of general education; hence it cannot be taken up till the final period of school life. The meagre scientific equipment of our schools and the unfitness of our teachers would render the teaching of science very elementary and most confusing.

Scientific knowledge and education thus produced would be of no appreciable practical value in a medical career. In regard to the subjects embraced in the medical matriculation, the most lamentable defect is in the English paper. This is the most neglected subject in our primary schools. The same defect exists in England. At a recent teachers' examination in England, the majority of those rejected came to grief over the English paper—a composition on the prosaic subject of tramways. The teachers were in revolt and demanded a revision of their papers which confirmed the examiners' verdict.

The majority of rejections at the Conjoint Board in England were attributable to the results of a defective knowledge of English.

Having acted for many years as an examiner at our University, I have concluded that the teaching of English takes a very subordinate position in our schools. Spelling and composition prove that English takes a third or fourth position. Students from all parts of the Dominion present themselves at our University examination, and the same defect exists among the students from other Provinces of the Dominion. It is obvious that English ought to be a prominent subject of the me-