

Teachers' Examinations, and we have secured for one Board of Examiners complete control of all the High School Examinations. Formerly, at the beginning of each half year the Principal was perplexed by the conflicting claims of a dozen different examinations and the construction of his time-table was a never-failing source of trouble. Now, however, while the difficulties of organization will never wholly disappear, most of those that remain, so far as concerns the examination system, are due chiefly to the still existing divergencies of the Matriculation and Junior Leaving Examinations.

(2) There is not that full correlation between the Matriculation and the University courses, which is justified by the present condition of our High Schools.

In the University report from which I have already quoted, the following passage occurs on page 74:

"It is proper to observe that the present difficulty (the need for further teaching strength) is intensified by the fact that many students take French and German without any, or with but the slightest, previous knowledge of the subjects. These elements should be acquired in the High Schools, and not in the University. It is to be hoped that they may, in the course of the next few years, be taught universally in the schools. It is suggested that provision should be made by the University to check the practice of students taking up French and German without proof that they have already acquired an elementary knowledge of them." *Mutatis mutandis*, this quotation, I may add, applies to Science also, for the teaching of which there is now satisfactory provision in the schools of the Province.

As to French and German: the High School reports for 1891 show that French is now taught in all but four schools, and German in all but twenty-two. I know besides that all the staffs are competent to teach French, and about half of the twenty-two are competent to teach German. In most cases, the subject has been omitted by the Principal, simply to reduce the number of his classes. And if not all were competent, experience has shown that the High Schools would respond to any reasonable demand. The blame for the present state of affairs has for years been chargeable to the Universities, which have not constructed their Matriculation schemes in accordance with the capabilities of the Secondary Schools and have shown the Matriculant a consideration which has proved injurious to the interests of Provincial education.

There is, besides, another aspect of this question. Not all the present options for Matriculation have regard to subsequent University courses. The High School programme embraces the departments of Classics, Mathematics, Science, and Modern Languages, with History and Geography. The Matriculation courses recognize all properly, except Science, for which we have now four separate options: French and Chemistry, French and Physics, German and Chemistry, and German and Physics. This provision for Science is not in accordance with any known educational principle. It is simply the solution of a problem in Permutations and Combinations. In fact, the whole system of options is a compromise to meet the views of the partisans of

the different subjects based on the capabilities and requirements of the University.

(3) The omission of Greek examination distinguishes our system.

The following table, compiled by the Education Department, shows the pupils in the different schools in 1891:

	Total.	Ph'n.	Chem.	Phys.	Maths.
1877....	9,327	2,108	1,567
1891...	21,911	6,426	5,000	6,800

These statistics show that a marked increase in other subjects has taken little in the number taking statement given on p. 55 of the from which I have already quoted. Toronto University there has been a decrease in the number taking Latin 132 taking it in 1880 and only 100 in 1891. The condition of Greek is, I believe, practically the same. The tendencies of the age, themselves felt all over the world, have led to the consideration however, of the position in our High Schools will have been another influence at work. A pupil who intends to take Greek and in a well-organized school, Latin, and then Greek as soon as the initial difficulties of Greek are such a pupil is at the Primary School for Latin for two years and at Greek for a year. If Greek were made a Primary, as was proposed last year, the course prescribed in it as at present one would take it; all would be taking the easier option. If the course were prescribed in Greek as a favorite, because the easiest option, I need hardly point out, to the general interests of education, stand, Greek, alone, therefore, as a Primary option; and, as the High School has, in almost every case, to teach modern languages, he cannot but teach languages, if possible; thus reducing of his classes and economizing time.

(4) According to some, the omission of Primary and Leaving Examinations against Latin and favor Modern Science.

So far as concerns all the languages the advantages are, I believe, in favor of the view of the requirements of the University. Science is the most suitable option for a pupil who has not a University course in view. Science, again, is the subject which the pupils who begin their studies in the ordinary High School course of young entrants, it has long been the most difficult to take. French is the most popular. As a matter of fact,