

High School entrance examination, he should be taught the elements of Natural Science, whether aiming at a university course or not. If a candidate for matriculation, he would be able, during the three or four years of preparatory study, to acquire, without pressure, such a grounding in Science as would enable a professor to enter at once upon higher university work. I believe, also, that the instruction given by a good master in a High School is better adapted to the wants of a young student in any subject, than lectures by a professor, however skilful, to a numerous class. In the school there is greater leisure, and closer contact between teacher and pupil. If Chemistry is the subject to be taught, the master can not only exhibit experiments, but can encourage his pupils to make them, and can superintend and aid them in their earlier attempts. If Botany is the subject, he can go with his pupils into the fields, converse familiarly with them, guide their observations, which would be entirely of a practical nature, and awaken an enthusiasm which could hardly be developed in any other way. So also if the study of Biology, involving the use of the microscope, be entered upon, it is of the utmost advantage that the master should be near by to direct the pupils what to look for when using the instrument, and to assist in the preparation of the objects to be submitted to examination. In short, the advantages and practicability of having all this preliminary work done in the schools seem so manifest, that it is rather remarkable than otherwise that steps have not already been taken to utilize the teaching power which is at hand. The students would benefit, the universities would benefit, and unquestionably the schools would benefit; the one act wanting to "close the circuit" and establish a current is, apparently, the introduction of

Science in some shape into the work for matriculation. What special branches of Science, and how much of them, it would be judicious to place upon the course, would properly form a subject for further consideration. For my own part, I should be well satisfied if, at present, we succeed in obtaining recognition of the principle that Science in some form is entitled to a place.

It may be said that the work for matriculation is already sufficiently heavy, and that it would be unwise to increase it. To this it might be answered that, as the principle of option is already recognized at this examination, it might be further extended so as to admit of Science being substituted for one of the two modern languages now accepted as an equivalent for Greek. But this is a mere matter of detail, and need not be entered upon at this stage. I will only say that, as it has been found desirable and practicable to utilize the schools in England and in the United States, for the purpose of laying the ground-work of a scientific education, and to test the quality of that ground-work by an examination at the threshold of the universities, I have no fears, considering the point we have now reached in the development of our educational institutions, either about finding a way of carrying the principle into practice, if once recognized, or about the result of the experiment if once tried.

[The following Resolution was adopted :

"That in view of the increasing importance of the Natural Sciences, this Section would recommend that some scientific subject be placed upon the programme for University Matriculation at as early a period as may be found practicable; (2) That the matter of the selection and arrangement of the subjects of Matriculation Examinations in Natural Science be referred to a committee composed of Messrs. Bryant, Turnbull and McHenry, to report at the meeting of the Section next year."