

suit the wishes of the masters of our High Schools," and the changes now recommended may accordingly be expected to come into operation as soon as possible. For the credit of classical instruction in our schools, they cannot come into operation too soon. The fall of a system which has flourished so long and so perniciously will be hailed with joy by every one who really wishes our education to be ruled by the prayer, *Da mihi, Domine, scire quod sciendum est*—"Grant that I may learn what is worth knowing." Such a sweeping change in the principle of our elementary classical instruction will involve others. Once admit that a knowledge, thorough as far as it goes, is to be exacted from all matriculants, and it follows that the present minimum of twenty-five per cent, which is another of the crystallized absurdities of our University matriculation, must go. This Mr. Henderson in his address very fairly and very justly insists on. What is worth doing at all is worth doing well. A minimum of twenty-five per cent. means nothing in the way of knowledge. Much better leave a subject altogether un-

touched than encourage any one to aim at, or be satisfied with, such beggarly attainment. But a raising of the standard, Mr. Henderson urges, means an extension of the time devoted to preparation for matriculation. It certainly does. Very few pass men at senior matriculation, or at the first examination in the University, could take fifty per cent, (not a very high standard of excellence) on the matriculation curriculum outlined above. And to demand such a standard from entrants, is just, asking the schools to do the first year work at the University. With Mr. Henderson I ask, Why should they not? It is school work, and it will be better done (when it is well done) in the schools than in college. It also means—this raising of the standard—more attention paid by the majority of the schools to classical work, at least in the case of pupils preparing to matriculate; and, consequently, less attention paid to the other side of High School work, the preparation of candidates for teachers' certificates. This, however, is a wide question, and to discuss it at present would take me too far afield.

BOTANY IN THE COUNTRY SCHOOLS.

BUT few will attempt to teach this science on account of the difficulties which seem to be inseparable from the investigation of plant life. But little progress can be made without the objects of thought are present in the form of plants. No word description, no picture of the objects will at all times convey a proper concept. In the verbal description of a plant, the mind anxiously moves along the words of the sentences to find the elements of a distinct idea. It finds that words cannot furnish these elements, and abandons all effort. On

the other hand, if the plant itself is present, the mind eagerly observes its qualities, and forms a distinct idea of it, and can clearly make distinctions between it and other plants.

In selecting proper objects of study we began with seeds, choosing corn, beans, peas, pumpkin, radish, etc. These we planted in a box prepared for their reception, and placed in a south window. We made a sketch of the seeds of corn, beans and pumpkins as wholes, and also in sections. We measured the circumference in two directions, making an accurate