

for of a branch of the Theory of Equations. Not that there is anything objectionable in the study of the Theory of Equations, but it will cause extra expense to students and additional labour to teachers, besides interfering seriously and unnecessarily with the symmetry of our programme. The student will find himself obliged to procure a copy of Todhunter or some such text-book, and the teacher will be forced to form an additional class if he desire to do this class of work. Under "Plane Geometry" we find "Abridged Notation." True, this is found in Puckle, but it is not required at the University examination for first year students. So far the scheme is an ambitious one, but when we come to "Trigonometry," we find that for some inscrutable reason the spite against this subject is still kept up, and with the addition of "de Moivre's Theorem" and the "description" of the "Vernier and Theodolite" the work prescribed is that for Junior Matriculation. Probably the knowledge required for the "descriptions" is intended to atone for all deficiencies. But what could have induced the author of this part of the scheme to put "Moments of Inertia" under "Dynamics?" This is a branch of Rigid Dynamics and is generally reserved for the senior years at the University. And still worse no text-book has been indicated.

Besides these errors of commission there are others of omission which we cannot, even in a brief criticism, afford to pass over in silence. We had been led to believe that the system of options, allowed for Second Class, would be put into operation for First Class as well; and that Classics and Moderns would have been alternative departments for Grades A and B, as well as those now prescribed. Such a Regulation would, we assert, be indispensable to the homogeneity of the system and only a necessary consequence of existing Regulations referring to Second Class. Public School Inspectors are not now obliged to hold First Class Public School certificates: an Honour Canadian Degree, with some experience in teaching, will qualify them legally and, we may add, in reality, for this responsible position. So that the options which this Regu-

lation allows are forbidden to the ordinary Public School Master by the Revised Programme for First Class certificates—an anomaly which the good sense of the Minister should lead him to correct without delay. It might be urged in this behalf, that if Classics or Moderns provide suitable options for the candidates for a Second Class certificate, still greater benefits would accrue to the advanced student from an extension of the system. But there are still stronger reasons. The necessity for obtaining Grade C makes it obligatory on the teacher to have a competent knowledge of all the subjects taught in the Programme of our most advanced Public Schools, and further mental training can be obtained at least as well from Classics and Moderns as from an extended knowledge of Mathematics, even including ability to describe the Vernier and Theodolite.

What we want in all our schools is teachers of cultured minds, and the influx of university-trained men, which would in many cases follow from the adoption of this principle, and would not fail to prove beneficial to the interests of all classes of schools. And, further, we should in this way have for the High Schools a supply of assistant masters able to give instruction not only in Elementary English and Mathematics, but in Classics and Modern Languages. As matters stand, High School Boards are often at the mercy of inexperienced graduates and under-graduates, who alone, in most cases, possess professional ability and the requisite knowledge of the latter subjects. No teachers can possibly prove more efficient in our High Schools than those trained in our Public Schools. This matter is the more important owing to the very rapid development and increasing importance of the former class of schools.

As the programme is still incomplete, and, notwithstanding the time spent on it, shews evidence of crudity, we trust to see it amended before long in the direction we have indicated.

While we have freely criticised this latest effort of the Department, we of course admit that the Revised Programme is a vast improvement on the old one. Indeed, a revision could hardly be otherwise, but anyone can