

upon work which properly belonged to the Public School. By the uniform system of Entrance Examination this evil is to a great extent avoided, and it only remains for those who supervise the work of the various local Examiners to exercise a proper vigilance, in order to protect the High School against the repetition of any such unnecessary and unjust waste of power.

The remarks made by the Inspectors upon the "Programme of Studies" are particularly appropriate, and apply equally to Public as well as to High Schools. We agree in the main with those who say that a "Programme" is desirable. Indeed, we are convinced that next to the change from Local Superintendents to County Inspectors, the adoption of a Programme has been the most important contribution to the advancement of our Public Schools. It has given our teachers something *towards which*, if not *by which*, they were expected to work. In other words, it established a *standard* for each class, and every teacher becomes at once aware that anything short of that standard must be considered defective. But while it gives this standard to our Public Schools, it acts as a sort of Procrustean bed, lacking all possibility of adaptation to the mental peculiarities of the pupils, and incapable in its very nature of meeting their individualities or idiosyncrasies. Those who attain to the standard in one branch, but defective in another, or those who, by their mental peculiarities are capable of rapid progress in one subject and not in another, are brought to a standstill in some studies till the whole course is fully mastered. This we confess is a grievance difficult to be remedied. We know, and have felt the want of a Programme. We also know it is impossible to meet the peculiarities of mind by any "Course of study" that pretends to uniformity, but instead of dealing harshly with those who neglect the Departmental requirement on this point, considerable latitude should be allowed. We believe,

as the High School Inspectors say, "That the individuality of some of our best Teachers is repressed, and their energies cramped or frozen, in the attempt, conscientiously made, to stretch or contract their methods to the prescribed form and dimensions. A thorough enthusiast has a more healthy and powerful influence over the youthful mind than the most symmetrical paper programme that was ever elaborated; and if great schoolmasters, like Arnold of Rugby, are ever to be developed among us, (and why should they not?) some play must be allowed to varieties of method, of taste, of intellectual idiosyncrasy. As the case now stands, with the parents of pupils pulling him in one direction, and the programme in the other, while the sword of the Department, inscribed, "NO DEVIATION!" is suspended over his head, can it be wondered at that a perfunctory and half-hearted doing of a distasteful task is, too often, the outcome of the dream with which the young Teacher set out upon his career."

One of the greatest evils of our Public Schools, and one from which our High Schools are by no means free, is referred to in the Report of the Inspectors, viz: "too great a multiplicity of studies." We are, beyond doubt, attempting too much in both classes of schools. An ordinary Public School, taking up all the branches on the Programme would require ninety-two different classes. Nor are our High Schools any better. In the 1st Form, English Course, there are sixteen subjects taught, requiring at least as many classes. In the 2nd Form, there are also sixteen; in the 3rd Form fourteen, and in the 4th twelve, not counting review lessons, which are certainly the most important part of the work. In the classical course, the *multiplicity of studies* is equally as objectionable and perhaps even more irksome. Now, we do not object to our High or Public Schools undertaking *plenty*, but we do object to a course of study that is positively

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