

imity that only a small proportion of the pupils in our High Schools and Academies mean to go forward to the University, I hope that it will always be possible, especially in this province, under improved conditions as regards the conduct of the A.A. examinations, for the University to co-operate with the teachers in applying a test to the attainments of the pupils generally, so that we may have some sound basis to go upon when we want to know what is doing in our schools.

For a long time to come, in the future as well as in the present, we shall find that the two governing considerations in our efforts after further educational reform will be the determination of the curriculum and the qualifications of the teachers.

In discussing the much discussed curriculum and the subjects taught in our schools, we shall at least be in good company. The German Emperor has recently recorded his profound dissatisfaction with many features of the school-programme, and has occasioned some anxiety to his advisers through his efforts to improve it by rendering it less "bookish" and by bringing it nearer to the problems and concerns of modern life. And in regard to the training of teachers Professor Münsterberg, of Harvard, has still more recently caused a considerable flutter in the educational dove-cots by his publication of a bright and very readable paper on School Reform, (*Atlantic Monthly*, May 1900,) in which he emphasizes the importance of knowing the subject you undertake to teach, even though you may know nothing about the theory of education or about the history of pedagogy or psychology or child study. His explanation is that "conscious occupation with pedagogical rules interferes with *instinctive* views of right pedagogical means." "The analytic tendency of the psychological and pedagogical attitude is diametrically opposite to that practical attitude, full of tact and sympathy, which we must demand of the real teacher; and the training in the one attitude inhibits freedom in the other." And so he concludes that however important psychology and pedagogy may be for school organizers, superintendents, city officials, and such like, "the individual teacher has little practical use for it." "I fear," he writes, "that pedagogy must become a hindrance to educational progress if it ever causes the principal or the school board to prefer the