

to the most happy results the programmes with which the Council of Public Instruction has been engaged is the lack of competent English and scientific teachers. To teach the higher branches of English well, demands a somewhat rare faculty. And, as regards science, I am satisfied from the recent examinations in which I have taken part, that many of the Public School Masters need to have their notions about science entirely reconstructed. I make no apology, gentlemen, for speaking frankly. An idea seems to be entertained that scientific knowledge consists in being acquainted with rules for working problems. I was amused with a note which a gentleman, who came up at the recent Normal School examination, appended to his answers to a paper in natural philosophy, which bore my name at its head: "Mr. Young," said he, "if you had given me problems in steam I would have shown you how to work them." Now, as it is possible that I may have something to do again in the examination of teachers, though I fervently hope not, I give notice to all whom it may concern, that I attach not the slightest importance to the working of problems in steam or in anything else. What I value is, facts apprehended as bound together by a principle, or what is the same thing, principles as summary expressions for classes of clearly apprehended facts. The knowledge of rules without an acquaintance with the principles lying at the bottom of them may have a little, a very little, technical use; but educationally it is worthless. It might be dangerous, perhaps, to hint that even the High School Masters may not all possess the requisite scientific accomplishment to qualify them for the duties which are now to devolve upon them. Are they not, most of them, graduates of a University?

The last point to which I shall ask your attention, is the authority given to the Lieutenant-Governor in Council to establish Collegiate Institutes.

The effect of that part of the School Act which makes the study of Latin and Greek in the High Schools optional, will probably be to banish classics almost entirely from the majority of the High Schools, and in a great measure to concentrate the study of Latin and Greek in a few localities. If this should happen it would not be a misfortune. It may reasonably be expected that as large a number of good classical pupils will be produced in the few schools which will become the foci of classical instruction as are now sent forth from the whole body of High Schools; while at the same time, the mass of the schools, at least after the High School system fairly gets under way, and the teachers have grown familiar with their new duties, will be doing a genuine and important work which they were not doing previously. In order, however, that classical study may be properly maintained in the schools where it is likely henceforth to be mainly prosecuted, these Schools must receive special pecuniary aid; and for furnishing such aid, under what are considered proper conditions, the 41st clause of the Act makes provision. "Whereas," the clause runs, "it is desirable to encourage the establishment of superior classical schools, it shall be lawful for the Lieutenant-Governor in Council to