

of mathematics and foreign languages, or even over the moral training the schools afford; if he does not see clearly that his sons and daughters are being prepared for the technical work of their future life he is apt to be somewhat sceptical in regard to the advantages of any education beyond the primary stage. To some extent his scepticism has probably been justified in the past; but the present movement towards making the work of the high schools more vocational in character will, if properly carried out, meet this objection. There seems to be no reason to fear that a thorough mental training could not be obtained as well through the medium of a vocational course as from a course based on old-fashioned lines. Such a vocational course should embrace, *inter alia*, a sound study of English literature, history and civics, and a first-hand knowledge of the elementary scientific principles underlying the common facts of life, with emphasis upon applied science (including agriculture and commerce) in the case of boys, and upon domestic science and art in the case of girls. If the programmes of our secondary schools were adjusted in this direction, probably there would be a greater inducement for parents to keep their boys and girls longer at school; at all events, there would be less excuse if they did not do so. The present regulations for admission to senior free places (which have been current for more than two years) give full opportunity for the modification suggested; but, so far, not many schools have taken advantage of the options allowed. Briefly, it may be said that under the regulations the only compulsory subjects are English and arithmetic, and the optional subjects include (besides mathematics, foreign languages, and the ordinary branches of science) such subjects as the following: elementary practical agriculture; elementary hygiene (including elementary physiology, with instruction in "health" and in "first aid"); domestic science (including cookery, dressmaking or advanced plain needlework, and housewifery); shorthand, book-keeping, and commercial correspondence; woodwork or ironwork. To qualify for a senior free place, or for an "Intermediate Certificate," a pupil need not sit for an outside examination; it is sufficient if he or she gives evidence of having diligently and intelligently completed a satisfactory two-years course. Upon the completion of a similar satisfactory four-years course (that is, two years more) a Senior or "Leaving Certificate" is given.

The following subjects are common to all the secondary schools: English, French, Latin, arithmetic, and other branches of elementary mathematics, and science. In regard to other subjects the following remarks in last year's report still apply:—

Other subjects treated more or less commonly are commercial work, history, geography, drawing in various forms, woodwork for boys, and cookery or dressmaking for girls. In four of the schools German is taught to small classes of pupils, and in three Greek is reported as a subject of instruction. Advantage is taken in most cases to provide a commercial course, in which book-keeping and commercial correspondence and geography, or book-keeping and shorthand, supply the alternative. In general, all but a few pupils take French; in Latin the proportion pursuing the study varies very greatly in different schools, but probably not less than 60 per cent. of the aggregate enrolment are Latin pupils. In science the branches commonly observed are, for boys, physics (elementary physical measurements, electricity and magnetism, heat) and chemistry, with physiology in some cases; for girls, botany or physiology and elementary physics. In nearly all the schools adequate attention is bestowed on physical instruction, and the usual games are entered into with zest.

Except in the substitution of needlework, cookery, or dressmaking for some other form of manual instruction (or, in some instances, in lieu of a second language), in the less frequent provision of an alternative course for commercial work, and the selection made of science subjects, the curriculum in girls' schools cannot be said to differ in a marked degree from that found in schools for boys only.

It is significant that so far hardly a single girls' high school provides a full course in domestic science or hygiene; several of the schools are, however, taking steps to supply this omission. It is equally true in regard to the science of boys' schools that only in two or three cases does it appear that the science is chosen with a definite view to its bearing on agriculture. It would be well if there were more. In schools with suitable environment there seems to be no study that could be more profitably pursued or that could more worthily occupy the attention or enlist the enthusiasm of teachers and pupils alike.