far too limited, and his course therein is hampered by the superficiality of his knowledge, and by his undeveloped power of independent thinking.

An illustration of the unfitness of the average Junior Leaving candidate to cope with his work, is found in the way he struggles with the mathematical problems in Physics. His study of Physics, has, hitherto, been wholly in the line of definitions, and a few experiments. This of course, is inevitable, when mathematical knowledge is kept at a minimum. So, when problems in Dynamics and Hydrostatics arise for solution, there is perplexity, despair and failure.

After passing the Primary stage, not so many subjects of study are demanded, but the quantity of each is greatly increased, and the time is very much shortened. To state the lengthy list of requirements in Physics, Chemistry and Botany would be a serious encroachment on the time of the Association. Years ago we were content to teach Statics and Hydrostatics to Second-Class Candidates; now, in addition, we must hurry them through Heat and Electricity, as well as what was formerly The unfortunate called Dynamics. pupil emerges from this course much in the same condition of mind as a Cook tourist after being put through the bewildering experience of visiting the sights of Paris and London. He has some faint confused ideas of the laws of motion; a general idea that heat makes bodies expand; and a fixed conviction that in some unaccountable way electricity is revolutionizing the world of enterprise. The Inductive Method of study is certainly a most excellent method; but of what avail, if time is not granted in which to apply it?

And Mathematical studies are not the only sufferers from this overcrowding. History is not properly mastered, and a special inducement to its neglect is afforded by placing all the History and Geography questions on one examination paper. He is a very indifferent mental acrobat who cannot fall without serious injury on one or other of the numerous soft places provided by placing English, Canadian, and Ancient History, with their accompanying Geography, on one paper. This by the way of digression.

The point to which I would most earnestly direct attention, in connection with this subject of over-loading the curriculum, is that it leads in many cases to superficiality of attainments, and confusion of ideas. No one subject is clearly grasped; no one thing is thoroughly understood, and therefore, not appreciated. It is the crying evil of our schools to-day, this lack of thoroughness. It accompanies the student to the Normal School and Training Institute; it haunts him through his University course ; it unfits him for the duties of his profession, whether it be teaching, Medicine, Law or Theology; and makes him in his subsequent career, the ready victim of political and social adven-But I must hasten on to turers. notice another cause, for which the Education Department is *not* responsible.

5. In seeking for causes of the decline in Mathematical culture, a suggestion was offered by the Mathema-Professor and Lecturer tical of The suggestion Toronto University. was that students were not willing now to take time to prepare themselves thoroughly for entering on an undergraduate course. Admission to the University had been made so easy, through the numerous front, side and back door entrances, that a very slight acquaintance with Mathematics is all that is necessary. Still further, so many new routes to academical Honors have been opened up in