

Department to discourage the study of Mathematics in our schools. English and Science are thrust forward, almost offensively—Mathematics pushed into the back ground. A few illustrations will make this clear to the uninitiated.

For the Primary examinations, 500 marks are given to English, while 400 are given to Mathematics. This injustice is aggravated by grouping Algebra and Euclid together; the practical effect of which is that the mathematically indolent can manage to scrape through, chiefly by the aid of the 26 Propositions in Euclid. The same discrimination against Mathematics is found in the marks for the Junior and Senior Leaving Examinations. Excellent examples are furnished by a comparison between Algebra and Poetical Literature. For the Junior Leaving 150 marks are given to the former, while the latter is honoured with 200. This, too, is regardless of the fact that to master the prescribed course in Algebra, requires fully twice as much mental effort as that for Poetical Literature. In the Senior Leaving the same system of marking is adopted. Nothing can justify such a glaring injustice. Every Mathematical teacher knows that by far the most difficult and extensive part of the course for the Senior Leaving Examination, is Algebra—nevertheless, it is ranked with Euclid, Trigonometry, History and Geography; and far below French, German, Greek, Latin, Poetical Literature and English Grammar. The consequence is that a candidate can easily pass provided he can secure the necessary one third of the marks in Algebra. Why then should we marvel that the Normal School teachers find their pupils grossly defective in Mathematical knowledge? The result of this policy of undervaluing Mathematics and over-valuing

English, Moderns and Science, is analagous to that which follows from the effort to place silver on an equality with gold—the base metal drives the good out of circulation.

4. A fourth cause must now be considered; and this, to my mind, is the most potent of all. It is one which is permeating our whole school system, and it is bearing its fruit in our Public as well as in our High Schools. I refer to the over-crowding of the programme of studies for both Public and High Schools. In our Public Schools it is seen in prescribing such studies as Temperance and Hygiene; and the same tendency crops out in the movement to provide teaching in Agriculture for the sons and daughters of our farmers. When this, the latest scheme for making farm life attractive through the instrumentality of the accomplished third class teacher of urban origin and training, has been successfully carried out, the day is not far distant when we can warm ourselves with the "sunshine extracted from cucumbers." This, however, is a subject for our friends of the Public School section to discuss.

To return to our subject—the over-crowding of our High School programme. This is manifest in the lower Forms where the "fads" have complete sway. Here Calisthenics, Drill, Drawing, Book-keeping, Stenography, flourish at the expense of more important subjects. The time consumed in these studies is, so far as the mental training of the pupil is concerned, largely wasted. His energies are frittered away so that he has but little vigor left for grappling with difficulties such as are to be found in solving mathematical problems. The consequence is, that his knowledge of Mathematics at the end of four years spent in the lower forms, is less than should be attained in two. He begins Junior Leaving work with a knowledge