

mischievous, by its variety, and its necessary tendency to dissipate, distract and confuse the mind. It is not by knowing a little of everything that intellectual power is acquired. As Bishop Fraser very cleverly puts it, "A man thoroughly educated is not the man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it, its legitimate conclusions. Hence, he says, "the proper functions of a sound system of education are, to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of complex nature its just and proportionate development."

We cannot too strongly protest against this evidently dangerous tendency of our educational system, that has become so marked of late years, and we are glad that it has not escaped the attention of our High School Inspectors. Our progress should not be estimated by the variety of the work, but by its accuracy and thoroughness. Our schools should not be transformed to Lyceums. Their purpose is not so much to impart information as to give instruction. They are mainly *training* schools. Mental discipline is what they should give, and this can be done far more effectually by concentrating the mind upon the mastery of a few subjects, than by allowing its energies to be frittered away in acquiring a superficial knowledge of "many things." The next great change which we trust to see in our Public or High Schools is to have the "Programme of studies" curtailed, and more time devoted to fewer subjects.

Next to the reduction of the number of studies in our High Schools, we believe "Payment by results" would be the most effective means by which to raise the *status* of their efficiency. We would very much like to see something of the same kind, combined with average attendance applied

to our Public Schools. There is no doubt a great deal of good work done in all our educational institutions, but there is a great deal of inefficiency. One way to overcome this would be, exposure, and no better way for doing this than "payment by results." No doubt it would entail much additional work on the Inspectors. It might even require an increase of their number. But the effect would be most salutary, and we trust the Department will soon see its way clear to its adoption, at least in our High Schools, where the experiment could be easily tried and the effect ascertained.

The remarks of the Inspectors upon the study of "Higher English" are so pertinent that we must be allowed to quote them in full:

"Though the English of the High Schools has improved, there is yet little teaching of higher English. Parsing and analysis are assiduously attended to. There is more or less practice in composition, but there is hardly any ethical or æsthetic culture. What should be aimed at is, in the majority of cases, not understood by the Masters. A few of the more cultivated Teachers have made attempts to carry out a course of instruction which at least tends in the right direction. But the development of the higher nature, the intellectual quickening, and the refinement of taste, which are the natural fruits of an attentive perusal of the master-pieces of our literature are, generally speaking, undervalued, or unknown, or thought to lie beyond the legitimate scope of the work of a High School. It is, undoubtedly, Utopian to expect any High School to give a full course of English Literature. Yet something may be done even in the weakest Schools. In these days of shilling and sixpenny annotated editions, a different author might each term take the place now occupied by the authorized readers. The linguistic exercises might be taken from his pages. The compositions might deal either with the substance of his