

about changes which make things assume a new look. Indeed, thus early in the year, there is every chance of watching the effects of a change of policy, before the all but necessary routine of reviewing or special memorizing for the examination steps in as an interference. In connection with this examination we would draw the attention of our teachers to the explanatory circulars sent to them indicating the scope of the work for the coming year; yet the fact that we do so should lead no one to think that an examination, such as the pupils of our schools have to pass is more important, than the manner in which the pupils are to be prepared for it.

—The letter which appears elsewhere, from Dr. Stevens, of Dunham, is one which can hardly fail to interest those of us who are interested in meeting the necessities of the case in the Province of Quebec. Even if it only provokes discussion, its publication need in no way be regretted. And yet one would have wished the writer had taken more pains to formulate a remedy for the state of affairs he refers to. No one doubts that the course of study does press heavily on some of the children attending our schools; yet the responsibility of such over-pressure is surely not to be referred to the course of study alone, which, as Dr. Stevens himself must confess, has been framed for the purpose of giving our children an all-round school education. To solve the problem in the abstract, Dr. Stevens has to face the proposition:—how shall the interests of the few be considered in regulating a system for the many; and to solve the problem in the concrete for us, he must settle down to show which of the subjects in the course of study ought to be eliminated in order that it may meet the requirements of every pupil. The very fact that he suggests the intensifying of the classical studies indicates the difficulty of co-ordinating the opinions of parents in regard to the subjects which their children should study, inasmuch as where Dr. Stevens would wish for more the average parent would wish for less, and *vice versa*. The case seems to be fairly stated when our correspondent says: "In the case of the curriculum under consideration the bill of fare laid before one child seems to have been spread before all alike, regardless of differences of physical or metaphysical qualifications." Yet such a statement is misleading, if it be not even altogether a mis-statement. The arranging of a course of study for the schools of the Province of Quebec has not been the work of a night, but has actually grown out of our special educational circumstances, and is still growing, as is to be seen from the changes which are being made in it from year to year. The