

Coming now to the second assigned cause, I gladly acknowledge that the increased value assigned on examination papers to the correction of errors, the marks allowed for "form" of answers, and the clause in the regulations respecting Model Schools, that "no candidate who habitually speaks ungrammatically, or mispronounces ordinary words, *should* (why not *shall*?) receive a certificate," may be taken as evidences of a growing appreciation on the part of our educational authorities of the importance of this subject, and I shall therefore hope to see further progress in this direction.

As to what I have said about the undue prominence given to mathematics at the expense of English, I hold, as some of you know, strong views on this subject; but as time will not permit me at present to enlarge upon it, I shall content myself with quoting, as ample justification for what I have said, the following sentences from the report of High School Inspector Marling for the year 1879: "Excessive and disproportionate attention is being paid in general to the mathematical side of the work. It is not uncommon to find fully five-eighths of the school time (speaking of the High Schools), to say nothing of home work, taken up with the solution of problems useful enough, no doubt, as exercises of the pupil's ingenuity, but of small educational value otherwise. . . . Intelligent and expressive reading is in danger of becoming a 'lost art' among us; English composition is often crowded out of the school programmes altogether." I merely add, that as far as my knowledge goes, the evil has in no way diminished since these words were written. [Alas! since this paper was put in type, he who wrote the extract I have quoted has suddenly passed from the sphere of his work, and left his wise words as an admonition to us all. Though the voice is

forever silent, his words should speak with double force, for he who gave them expression knew of what he affirmed, and he was a faithful servitor of the cause he enthusiastically championed.]

Turning finally to the first cause I assigned, it would, I fear, be vain to hope that the day will come when our pupils will not hear bad English spoken around them; but surely it is not too much to expect that our educational authorities should see that the school-books in our pupils' hands are not, as too many of them unquestionably now are, disfigured by glaring faults of grammar and style, as well as by erroneous and misleading statements.

I trust that, in coupling our local newspapers with our school-books as frequent offenders in this respect, I shall not excite the wrath of any of my editorial friends. I yield to no one in appreciation of the energy, ability and general intelligence which characterize our rural press as a whole, and it is precisely because I attach so much importance to the influence which it wields over our language as well as our legislation, that I regret that the editorial columns are so frequently marred by the misuse of words and ignorance of the commonest rules of construction. I know that in many respects it may be said of the true editor as of the true poet, that he is born, not made; and yet, remembering that in hundreds of homes, apart from the Bible and the school-books, the local newspaper constitutes the sole literature of the household, and reflecting on the important part that our editorial friends thus play as educators, I have sometimes wondered whether it would not be possible to establish a training-school and a course of study for editors as well as for teachers. Should this ever be attempted, I beg to suggest that English Grammar, Logic, Politi-