

doubt as to the result where this plan is carried out. Both teacher and pupils will be loaded down with work in school, and the burden of home lessons will be greater than the children can bear.

There are two systems under which we may work in this connection. Our course of study may consist of three or four subjects to be taken up according to a daily time-table, or our course of study may consist of several subjects to be taken up according to a weekly programme, in which the subjects alternate with one another. The latter is our present system, and to endeavor to build up a daily time-table upon it is a fatal mistake.

It is a mistake to suppose that very little can be done with a subject that comes before a child two or three times a week. All that a child requires of history, geography, grammar, and like subjects can be taught in two lessons a week; and if due regard be had for the main subjects of the course and for the child's health, more time cannot be afforded for these subjects.

In reference to the subject of home lessons, I desire to say that I do not consider any time-table for our superior schools complete that does not plainly indicate the subjects for home lessons for each day in the week. In the case of the upper grades not more than four home lessons should be given per day, only three of which should be on principal subjects. These lessons should be so arranged as to length and difficulty as not to call for more than two hours' work from the average pupil, and for the lower grades these lessons should be diminished both in number and length so as not to occupy more than half an hour of the younger pupils' time out of school.

I have dealt in detail with this question—first, because I believe it to be a practical question at the present time; and, secondly, because I know by personal experience the evils arising from excessive home lessons, and the great improvement that comes from the adoption of such a system as I have indicated. And I am inclined to think that if this plan were more generally followed in our superior schools, the school work would be more satisfactory to all concerned, and the complaints concerning over-pressure would be greatly diminished.

One of the subjects of our school course has been attracting special attention of late, and it is only fitting that some reference should be made to it here. I refer to the teaching of French in English schools. Attention has been called to the fact that in a large number of English elementary schools