and the School of Pedagogy. So it seems to me that two Inspectors can well discharge all the duties now understood to belor to the Inspectorate.

The remedy must, I think, be found elsewhere. The enumeration of the causes of the present evil tendencies, suggests the direction in which action should be taken to restore the study of Mathematics to its proper place. A better division of the work of the Mathematical course among the different Forms should be arranged. Algebra and Euclid should receive more attention in the Junior To accomplish this, fewer classes. should be subjects prescribed. Students aiming at a University career or the higher certificates, should not be compelled to waste their time on Drawing and the Commercial course. The amount of Science required should be reduced in quantity and its quality The increased. appropriation of marks to Mathematical subjects should be placed on a just basis. There should be a general reduction in the quantity of work demanded for the Junior Leaving ; failing which, the course should be so arranged that candidates would be compelled to give two years to it, instead of one.

A great amount of time is now devoted to the Languages and Science —with very meagre results. This indicates that we are grasping at too much; that our students cannot assimilate the mental food we are thrustup in them. An ing inordinate amount of time is devoted to English —yet, incorrect spelling, grammatical blunders, and a painful lack of clearness of expression, abound. To me it seems a worse than useless task to endeavor to secure good literary style from pupils whose brains are confused by a multiplicity of studies, and whose thoughts are in a state of constant chaos. We are developing a sham education by aiming to accomplish too much. We are forgetting that while all branches of knowledge have an educational value, when properly taught, and most of them a socalled practical value, it is utterly impossible to teach many of them in our Public and High Schools. Our schools are not fitted to train our pupils in all the Arts and Sciences, and we must limit our projects to what is feasible. If we can succeed in giving a thorough knowledge of the principles which underlie the acquisition of all knowledge; if we can train and develop the thinking and critical faculties; if we can in a measure, instil the love of the beautiful and lofty in literature, of the true and noble in History and of moral worth in thought and action whether of the past or present, then we shall have accomplished something worthy of our vocation; for we shall have done our part in providing the State with citizens at once intellectually strong and morally great.

## FRENCH TRAITS.

The British traveller who arrives at Dieppe in the early morning after a tiresome night passage from Newhaven, is greeted by the fishy atmosphere of the land, and the clitterclatter of "sabots" on the rough stones. The strange language sounding in his ears, and the sight of two feminine-looking Frenchmen embracing one another on the pier; reveal to him that this is a country very different from his own in customs and ideas. He follows his luggage impatiently into the "torture chambers"