recent years, by the addition of new graduating Departments, that the ambitious student who cares more for the Honor degree than for the solid attainments which should go along with it, can easily gratify his desire to graduate with honors, without undergoing the painful process of hard-thinking. Hence the early exodus from the ranks of Mathematics to Moderns, and Political Science. The matriculant who has in view the easy road to an honour degree will not worry himself to secure a high mathematical standing, nor, in fact, a high standing in any other Department of study.

Such is one explanation of the evil under discussion. I do not pretend to have exhausted all the causes that are in operation to produce the present untoward tendencies in Mathematics. I might mention the difficulty experienced in teaching matriculants with those preparing for teachers' certificates; a difficulty which is felt most keenly in the Senior Leaving Form. The candidate for a Senior Leaving Certificate is anxious to get through in one year, whereas, the candidate for Honors in Mathematics, requires two years after passing through the Junior Leaving Form. The attempt to teach both kinds of pupils together must necessarily give unsatisfactory results. The withdrawal from our Collegiate Institutes of the preparation of candidates for Grade A and B certificates, and the discouragement given to teaching the honor work of the First Year of the University, have both acted prejudicially on the high standing of our Collegiate Institutes, without securing any compensating advantages.

It remains now to indicate very briefly, some of the remedies proposed for the present evil. From many quarters the cry has come for a mathematical Inspector. Doubtless this demand has originated from the fact that when we had a mathematical Inspector, Mathematics flourished. A mathematical Inspector, it may be said, would carefully guard mathematical interests, when changes are in contemplation by the Education Department. His presence, too, in the schools would inspire both teachers and pupils to do their utmost. Wrong methods would be exposed and discountenanced; while the latest improvements would be introduced.

No doubt there is much truth in these statements, and, were a vacancy to occur in the Inspectorial staff, it certainly would be a wise policy to appoint an experienced Mathematical teacher. But to appoint a third Inspector in order to maintain the equilibrium of High School education is another thing. The duties of the High School Inspector have changed in recent years. He is no longer an inspiration in the School. His functions have become purely administrative. He must have a keen appreciation of the value of the internal arrangements of the school building, of its hygienic qualities; of the equipment of the Laboratory and Gymnasium. Trustees must be stirred up to observe the provisions of the law, at the risk of the loss of the Government grant. Inexperienced teachers must be carefully watched, and their defects noted. These and numerous other duties of a like nature do not demand a mathematician. Nor do the Mathematical teachers of the Province need any special inspiration to induce them to discharge their duties efficiently. Help and encouragement they are glad to have; cold-blooded criticism they can well do without. The detection of the inferior workman and his work is certainly the duty of the Inspector; but we must assume that the best and most approved of modern methods are taught in the Training Institutes