

tailment of the school programme and a limitation of the time given to many of the studies. Mathematics, we have again and again said, have altogether an undue place on the curriculum, and, in the case of girls, especially, has time given to it which would be much better devoted to English literature, to modern languages, or to art studies congenial to their tastes and of equal disciplinary value. In the Public Schools, the history course, particularly ancient and modern history, might also, for the younger pupils at any rate, be very wisely omitted. In all schools, Public and High, physical training should receive more attention, and their sanitary condition be made the subject of more close and intelligent study. The school hours, moreover, might also be advantageously shortened, and opportunities for recreation, at oft-recurring intervals, be rigorously insisted upon. We trust, in any case, that good will come of the present discussion of "high pressure" education, and that our school administration will continue to partake more largely of enlightened thought and sound common sense.

#### THE "INTERMEDIATE."

IN any system of national education, where the funds of the State are drawn upon for the support of the various grades of schools within its jurisdiction, the question how, and on what basis, grants from the Treasury shall be apportioned to supplement local appropriations, must always be a perplexing one. Even in England the matter is still under discussion, and to-day what is called the "special merit clause" of the new Code Proposals is exercising the minds of the profession, and perplexing the Council of Education, in no ordinary degree. From *The Schoolmaster* of October 29th we extract the following editorial utterances as proof of what we have said:—"A graduated scale of payments, in which percentages shall be the guide to a settlement of the grant, will meet with general disapprobation. It is educationally unsound and rotten to the very core. The country has been suffering for nearly

twenty years under the pernicious system, and the time has now arrived to mend it. Satisfactory school work has never yet been measured by percentages, and never can be. A fixed sum for every child in attendance, so long as the general work of the school is carried out in a satisfactory manner, is the short and royal road to an improvement too long delayed." To some extent, we in this Province have solved many of the problems that still confound the wisdom of educational authorities in the mother land. But is it not the case, that in other respects we have too hastily cut the Gordian knot of difficulties which we would have done better by taking time leisurely to have untied? A correspondent of *Punch* recently referred to a Hammersmith "Beak" (*anglice*, magistrate) who had an innate dislike to "Bysykels" and School Boards, because, says the contributor, "he thinks they both go too fast, and he aint far wrong." Perhaps, in our ready educational methods, we too, in Ontario, have been going too much at bicycle speed. One thing is clear, that in regard to the "Intermediate" Examination and the value set upon it, both by the Department, in determining by its results the grant to the respective High Schools and Collegiate Institutes, and by the public, in what it has been led to conceive, by the same tests, of the measure of the ability of the masters and the success of the schools, we are far, as yet, from reaching satisfactory methods in applying the principle of "Payment by Results." In the High School Department, in the present number, this whole question is admirably and lucidly argued by a Head Master who is among the most competent men in the profession to discuss the matter, and whose utterances on all questions affecting educational administration deservedly carry great weight. The views he has advanced commend themselves to the Minister, his advisory body, and the profession at large; and we trust that they will receive that consideration which now more than ever requires to be given to the subject, if the schools are to be free to do really sound educational work, and if Masters are to be allowed to take some