

the above, the further grant of  $33\frac{1}{3}$  per cent. of the aggregate amount of the teachers' salaries paid in excess of \$5,000, but limited to the sum of \$750.

*Collegiate Institutes.*—Conditions required are: suitable buildings and premises; laboratory and apparatus for teaching chemistry practically; four masters, specially qualified in English, classics, mathematics, natural sciences and modern languages; and excellence of school thus required to be always maintained. No new Collegiate Institute is to be established unless all these conditions are complied with, and unless the yearly salaries of the four masters shall amount in the aggregate to \$5,000.

According to the Minister, "the general principle which underlies these proposed amendments and improvements is to leave High School Boards and teachers a larger scope in providing instruction, as the occasion and circumstances of a school make it desirable in their judgment, as well as full authority to give effect to their conclusions."

The general principle thus enunciated we cannot but endorse. It is precisely what we have advocated in our columns since the first number of the CANADA EDUCATIONAL MONTHLY made its appearance. But there are various ways of applying a principle; and owing to the present meagre statement we are hardly competent to judge of Mr. Crooks's intentions. The most important of the proposed changes relates to the distribution of the Grant. This will hereafter depend on the amount of the masters' salaries, without taking into account the average attendance. We need not remind our readers that this is precisely what we urged some months ago. The Departmental application of the principle is, however, somewhat of the nature of a surprise to us. As the Regulations now read, the Collegiate Institute Grant of \$750 is to be taken away, which will leave the maximum Grant for an Institute \$2,000, and for a High School \$1,250.

An inspection of salaries paid, as per the last Educational blue-book, shows some curious results. Of the smaller High Schools—that is, those whose masters' salaries are \$2,000 and under—two only will gain by the change; and sixty-three—that is, all the rest—will lose sums ranging from a few dollars

to hundreds. Calculated on the basis of the Report for 1880, the losses of the Collegiate Institutes will probably be as follows:—

Toronto .....	\$198.41	St. Thomas ....	\$463.36
St. Catharines...	524.09	St. Mary's.....	560.59
Ottawa.....	211.15	Collingwood....	556.41
London .....	61.05	Barrie.....	372.55
Kingston.....	257.86	Peterboro'.....	456.10
Hamilton.....	621.78	Cobourg.....	376.69
Brantford.....	55.39		

As to the effect on Whitby and Perth we are not in a position to speak, for they became Collegiate Institutes since the compilation of the Report; but there can be little doubt that they too will suffer. Galt, on the basis of the salaries of 1880, will gain \$78.19. It follows, therefore, that, excluding the Institutes, only about twenty-five schools can qualify for part or the whole of the first \$750. Some of these schools will receive a little benefit, and some almost none. The question then is, what is to become of the money? for there will be a considerable balance unexpended. The changes seem to point to a reduction of the total grant. Speculation is, however, useless. When the full text is before us we shall be able to form a definite opinion on the subject.

The reduction of the subjects for the Intermediate, and the alteration in its character, cannot but commend themselves to every teacher. Objection may be taken to some of the details, but, on the whole, there is reason to be thankful. We need hardly again remind our readers that we have persistently advocated the proposed change. Time has its revenges; and it is gratifying to the promoters of this journal to feel that Mr. Crooks and his advisers have practically admitted their superior intelligence and prescience.

It is in order, of course, for the Minister to claim credit for these concessions. But neither he nor the public should forget that prejudiced and incompetent advisers and his own obstinacy have caused him to delay until the eve of a general election changes, the necessity for which has been pointed out to him over and over again. "Cram," we are told, is no longer to exist in our schools. But who introduced and fostered it? Who