

funds from the school board allowing such errors of management to continue.

As all healthy boys delight to test their powers by competitive and playful exercises, so intellectually healthy students and schools enjoy the comparison of what they can do with what the rest of the world can do. This is the spirit in which all candidates should proceed to examination. The teacher who sends them up in fear and trembling like culprits to an inexorable judge, fails to rise to the full height of his profession; for they should be inspired with a philosophical or sportsmanlike spirit to do their best, and take without hysterical terror the award as just exactly what they deserved. The hysterical terror is often the product of misguided home influence, the first signs of which the thoughtful teacher should be on the lookout for, so as to prevent its development. This I am glad to notice has been most satisfactorily accomplished in very many of our best and largest institutions. But we may always expect exceptional cases to arise.

NEED OF REVISION IN THE HIGH SCHOOL COURSE.

With reference to our optional system of subjects, we have at least the compliment of the imitation of Ontario. We cannot however, devise a course of study which will enable the single teacher of a small high school to do as much work as the numerous staff of a large institution. All we can do is to point out the peculiar advantage which the successful student in the small institution has, since when he is successful it is because his teacher has inspired him to do the work himself which the teachers of the larger institution would help him in doing. Such inspiration develops a self reliance which becomes the student's permanent possession, and follows him generally into the university and the vocations of life where initiative is everything, and no teacher is at hand to help as in the school room. This probably accounts for the proportionally large number of students attaining eminence from the smaller high schools.

The course is substantially the same as it has been for many years, however; while our conditions have been changing. It is most desirable not to alter the old standard, for that would affect the value of certificates and the standards of all institutions accepting them. It is also necessary that the standards be as far as practicable, on the same level as those of other countries with which we are in touch. When we come to make any substantial change, it must be with extensive knowledge and with intelligent circumspection. Demands are being made for more attention to drawing and commercial subjects. These can be introduced into the high school course as options, in the same manner as indicated in the common school course. Halifax has already organized a commercial course, but it is not therefore advisable for us to press the adoption of such a course on other institutions. Better allow these developments to arise as the circumstances of each community demand. As soon as a want is felt, people are more likely to welcome a helping hand. Before it is felt, the helping hand may be spurned as an impertinence. There is no cast iron law preventing the