

matters which should be beneath the notice of even Mr. Crooks. While this state of things lasts, the Department can command neither confidence nor respect; and the whole system suffers with it. What wonder that gusts of scandals intermittently sweep over the schools, and that the code of honor, particularly in connection with examinations, is repeatedly seen to be set aside. We do not, of course, hold Mr. Crooks entirely responsible for the low tone of the profession, or for the laches of idle youth who, under the strain which the "Intermediate" puts upon them, would rather prig than cram. But it is impossible to hold him quite absolved, while his partizan administration continually enfeebles the sense of honor and of responsibility throughout the schools, and while his intellectual indigence and infirm executive make bureaucracy a laughing-stock and centralization a scorn. However, Tennyson consolingly reminds us that "the individual withers, and the world is more and more;" and some day Mr. Crooks's administration, together (alas!) with that of his critics, will have an end. Meantime, we cannot but think that the Minister of Education would be worth more to his generation if he removed politics and his portfolio from the precincts of the Education Office, and gave place to some one who could direct our school machinery with impartiality and judgment. We might then expect School Regulations to be altered for the better, and once amended to stay so. The business of the Department we should also expect to see properly attended to, and no favoritism shown where favoritism is vicious. In view of the coming Local Elections, it might be worth while for Mr. Mowat's government to consider the means of reclaiming the Education Office to its legitimate purposes, and of freeing it from the control and influence of politics. In any case, they will act wisely if they supplant or improve "our Educational Executive."

ONTARIO did not send up a single candidate this year for the Gilchrist scholarship. Nova Scotia, it is said, sent up four.

REVISED HIGH SCHOOL REGULATIONS.

THE following is the published synopsis of the proposed alterations in the High School programme of studies, and the basis of the apportionment of the Legislative Grant:

COURSE OF STUDY.

Lower School.—The subjects of study which are obligatory are confined to such as are essential in secondary education, such as English grammar, literature, composition, history and geography, arithmetic and book-keeping, etc., while such higher subjects as algebra and Euclid, natural philosophy, chemistry and botany, Latin and Greek, etc., are made optional with High School Boards as they may think expedient in the circumstances of their school.

The Intermediate Examination becomes a test only of the fitness of each pupil to proceed to the Upper School; and the obligatory subjects are now confined to three groups instead of four, and limited to English grammar and literature, composition, dictation, arithmetic and drawing, and one of the following subjects or groups, at the option of each candidate, viz.: (1) algebra and Euclid; (2) history and geography; (3) any two of natural philosophy, chemistry, botany; (4) Latin; (5) any two of French, German, music. In order to prevent immaturity and consequent cramming, each candidate must have attended two years at least in the High School, or in the Public School 5th and 6th classes, after passing through the 4th class.

In the Upper School, while the subjects may be as high as required for first-class non-professional teachers' certificates, and for junior and senior matriculation, yet the parent or guardian of any child is at liberty to select, with the approval of the head master, any authorized subjects which will best suit the purposes of such child. High School Boards can, if they choose, provide instruction in botany and principles and practice of agriculture, and text-books are authorized for these purposes.

LEGISLATIVE GRANT.

The distribution of the High School grant, to take effect the 1st of January next, no longer recognizes any payment upon the results of the Intermediate or upon average attendance, and instead, each school having two teachers will receive a fixed grant of \$500, and in addition 45 per cent. of the amount of the aggregate salaries above \$2,000, but not to exceed \$750 in all. Collegiate Institutes may receive, in addition to