

wholly extinct, and we fail to see to whom the Minister is to look for assistance in this work. Does he intend to fix requirements, appoint an examining board and conduct examinations entirely by his own advice and on his own sole responsibility? This would be one-man control with a vengeance. But, as a matter of fact, departmental control always has been one-man control, and always will be so, and as such we object to it strongly. The interests involved are too important and too manifold to be under the control of one man, however capable.

It still remains to be seen how the leaving examination will be looked upon by the universities and other learned bodies, for which it is intended to serve as a matriculation test. On this point we are almost entirely in ignorance. It seems likely that the denominational universities at least would be inclined to accept a leaving examination as a matriculation, but with the important proviso that they should have representation on a general board appointed by the Department to conduct the examination. Here is a most serious practical difficulty. We should expect to find the Minister, as the guardian of the public educational system, very chary about making any concession which might lay him open to the charge of giving the so-called denominational colleges a representative voice in the non-sectarian provincial system. On the other hand, we should expect to find the denominational

colleges the exponents of independence and diversity in educational matters, very unwilling to hand over to the Government any of their power, or to give up in their matriculation examination a part of the independence they so highly prize. And again, if the Minister can succeed in reconciling the conflicting interests of the Department and the denominational universities, what about the Provincial University? Will the Senate of that institution be willing to forego the exercise of its well defined right to establish its own matriculation standard and to conduct its own matriculation examination? It seems to us that upon the action of that body depends not the success alone of the Minister's scheme, but its very possibility.

On the whole, it is evident that the undertaking the Minister has on hand is no easy one. Even from the brief reference which we have made to the subject, it is evident that there are serious difficulties in the way and conflicting interests which it will be difficult to reconcile, if indeed possible. We reserve further comment until we are more fully informed as to the details of the Departmental plan, expressing meanwhile the hope that whatever is done may be the result of careful deliberation, and may be permanent in character. The High Schools have suffered much in the past from crude Departmental schemes, and our only hope is that this one may not prove a continuation of the series.

THE EPITAPH OF JOHN RICHARD GREEN.

Here lies
John Richard Green,
Historian
of the
English People,
Born December 12, 1837,
Died March 7, 1883.
He died learning.

WHAT better, what greater service can we of to-day render the Republic than to instruct and train the young?—CICERO.

THE price of retaining what we know is always to seek to know more. We preserve our learning and mental power only by increasing them.—DR. H. DARLINC.