

Then, again, a purely fictitious distinction has been established between High Schools, that is, between the High School proper and the Collegiate Institute, whereby the latter draws \$750 per annum more than the High School from Legislative aid. The distinction between a Collegiate Institute and many High Schools is, that the former has sixty boys in Latin, while the latter may have only fifty-nine. It is well known that in these Collegiate Institutes boys are forced into Latin, simply for the purpose of laying a claim to the grant. No one, at this time of day, with the University class lists before him, would hazard the assertion that classics are more generally or more efficiently taught in the Collegiate Institutes than in the High Schools. In fact, the distinction between these two classes of High Schools is purely one of numbers, an adventitious circumstance depending almost entirely upon locality. These Institutes spring up where the population rises over four thousand. Is it not strange that a system should obtain that, just in proportion as localities are able to help themselves abundantly, they should be liberally aided by the Legislature, and that in proportion as localities are little able to keep themselves, they should be pinched by the same Legislature? There is not the shadow of justice in the present distribution of Legislative aid to High Schools, and the Government should be called upon to devise some remedy for correcting the abuses that are crushing the life out of our High Schools. Let there be a much larger grant to these public institutions. Let less money be spent upon examinations, printing and stationery; let the money go directly to the schools and not stick to so many fingers; let a girl be counted as good as a boy in schools, and let there be no distinction based upon the study of the classics, a subject all very well in itself, but calling for no especial fostering in view of modern requirements in schools, the wants of society, and the sharp struggle for existence that falls on the lot of so many people now-a-days.

We feel confident that the present Government only need to have this subject

brought prominently before it, and the abuses clearly pointed out, to devise a remedy. Mr. Crooks is too much in earnest with his work to suffer any parasitic growth to tap the life-blood of our system of education. He can have no object in perpetuating abuses. He need not interfere with vested rights. He need only, with regard to the extra grant to Collegiate Institutes, make no distinction in the subjects of the curriculum, and a crying evil will be swept away.—*Whitby Chronicle*.

MEDALS.—His Excellency the Governor-General has generously presented the different Collegiate Institutes in Ontario with bronze medals for competition by the scholars of these institutions. What do the authorities of these schools say to awarding the medal to the pupil who obtains the highest number of marks at the next Intermediate?

MORALS IN SCHOOLS.—It is our experience that a higher moral character is required of our school instructors, whether their sphere of work be the Public or the High School. Their *lives*, their daily discipline, which is chiefly moral, rather than punitive, if they are worthy of their office; the inculcation of virtuous habits, suggested by school exercises; the incidents of the hour, as enforced by some breach of propriety in the pupil, constantly impress and train the moral nature of the scholars. There is scarcely a school in the Dominion where a positive moral atmosphere does not give a wholesome shape and impress to the spiritual nature of the child.

THE City Council of Brisbane, Queensland, have enacted that no goat shall be allowed to be at large unless it has on a collar in the shape of an equilateral triangle. At this the *Queenslander* waxes irate, and vents its wrath after the following fashion:—"Education is all very well in its way. There is no doubt it teaches people a thing or two. It is credited, too, with improving the manners, cultivating the tastes, and affording new opportunities for enjoyment, and thus offering various avenues to happiness. We deny