

distributing the Legislative Grant was superior to the present one, and after all the fuss that has been, and is continually being, made about "Payment by Results," the results are, in most instances, substantially the same.

But to refer briefly to Prof. Young's letter,—

(1.) We believe that the Chairman of the Central Committee has misapprehended the meaning of the term "practical," and with a not inexplicable shortsightedness has assumed that it is possible to set in the subjects of Chemistry and Natural Philosophy only such questions as the Committee has been in the habit of setting. It seems to us that what the Masters desire, and what their resolution aims at, is questions which will have the effect of giving the instruction in these subjects a character which will be of some benefit in actual life to the students in the Science course. It is by no means the only duty of our Secondary Schools to train the mind particularly in such Sciences as are under consideration; and taking into account the peculiarly theoretical treatment of some of the other subjects on the Intermediate programme, the Department can well afford to make the instruction in Chemistry and Natural Philosophy "capable of being turned to some use or account" in ordinary life. But there is another view of the matter, and this, we are led to believe, was one of the reasons that induced the Masters to pass the Resolution. The questions proposed in Natural Philosophy are in many cases capable of solution far more easily by the aid of Trigonometry, and the student who has to pursue this subject further is forced to unlearn many of the cumbrous methods the present system has led him to adopt. The *ad captandum* appeal to the Masters, in the last clause of this paragraph of the Professor's letter, is liable to a construction which we should be sorry to put upon it. The Masters evidently desire to advance the interests of good education—not merely to pass pupils through the meshes of the Intermediate.

(2.) In reference to High School Inspection we have reason, and good reason we may add, to state that the opinion expressed by

the Inspectors is by no means that held by the Masters. It is simply absurd to suppose any man able, be his position what it may, to form a correct estimate of even an ordinary High School in the few hours the Inspectors sometimes devote to this duty. So long as the distributors of the Grant confined their operations to round numbers the tax on credulity was not so heavy; but, when it has come to odd cents and apparently minute sub-divisions, the profession may be well excused for their very mild expression of opinion. It has been distinctly charged in the public prints, and, so far as we know, not denied officially, that money has been awarded for certain subjects without even the pretence of inspection. The latest case we know of, occurred in the Dundas High School, where the sum of \$6 was awarded for Upper School work without even the performance of the usual ceremony. It is also well understood that none of the three Inspectors professes to have any knowledge of Drill, Music, or Drawing, and yet we find minute distinctions made in the schedule between the schools in which these Departments are attended to. If any established system is followed by these officials in the discharge of this branch of their duties, it would be in the interests of all concerned for the Minister to authorize an explanation. We by no means under-estimate the delicacy of the task imposed on the Inspectors, but it is only proper that the difficulties we have pointed out should be obviated in some way.

(3.) We are happy to be able to agree with the Inspectors in their remarks on History-teaching in our High Schools. To a very large extent the fault lies with the Masters themselves. But a good deal of the trouble that exists may be attributed to the facts, that an effort is often made to prepare candidates for the Intermediate in too short a time, that owing to the recent introduction of this study into our Public Schools, entrants come with little or no knowledge of History, and that an independent knowledge of "historical proportion" or judgment in any of its higher applications cannot be expected, to more than a limited extent, from the very young candi-