

"The last of all the bards was he
That sang of border chivalry."

But the history doled out by the minstrel was only the history of song. We feel, however, that we are now touching greater years; and as the inquiring nineteenth century speeds on its way, we begin to study more and more the true philosophy of history. Gibbon believed that the era of conquerors had gone; but could he have communed with the spirit which has cried "havoc and let slip the dogs of war," he would have believed that such an era was only being inaugurated. The blood-stained clouds which had floated above Sadowa and Woerth have scarcely passed away ere the heart of the whole Christian world mourns for a royal death in Zululand.

And now a word touching the true spirit of history. To me it would appear that this is often lost sight of. Instead of counting the followers of Mahomet, we should rather inquire what was in the character of the people which enabled Mahomet to work upon them,—their existing beliefs, their existing moral and political condition. It is not enough that we should know princes and crowned heads of Europe who enrolled themselves under the banner of the cross in the great movement of the Crusades; the effect of the great military expedition upon European civilization and commerce is of far more paramount importance to the student of real history. With respect to methods of teaching history, let us take a lesson from the pioneers of Canadian civilization, who, in piercing the heart of the virgin forests of this land, first blazed a large tree here and there in order that they might not lose their way in the interminable mazes of the forest. In like manner let us be guided through the great labyrinth of history by great and leading facts, for we are indeed pioneers pushing our way through the remote ages of the past, and our destination is that era coeval with Creation, when the garden of Eden formed the great sovereignty of the world, and the divine right of kings belonged to the first subject and King Adam. We should also impress upon our pupils the fact that the reality of history consists in the essence of biographies which contain all the greatness of mankind—a greatness worthy of our young men and women who have for their object nobility of character, and who desire to lead great and good lives.

THE "BONUS" TO COLLEGIATE INSTITUTES.

BY A HEAD MASTER.

Some four years ago the Intermediate Examination was introduced into the High Schools of the Province, and the mode of distributing the High School grant was changed.

Previously to this, the amount of grant depended upon the number that each head master could crowd into his school of those who had passed the entrance examination. Before that again, it depended upon the number that could be induced to study Latin. In both cases the principle was wrong. In the former case, the tendency and the result was to admit large numbers of unprepared pupils, and convert the High Schools into inferior Public Schools, in the latter, every pupil that could be got to do it was compelled to waste his time in acquiring the merest rudiments of Latin grammar, beyond which a large proportion never proceeded, and of which they made no use. After many years of this sort of thing, our educationalists and educational authorities grew wiser, and established the system of "payment by results." Under this mode of distribution, about two-thirds of the whole amount is allotted on the principle of a fixed grant to each school, which prevents the extinction of smaller schools, and secures a fair amount of higher education in each county. The remaining third is distributed on the "payment by results" principle, as determined

by the Intermediate examination and the estimate of the High School Inspectors. Whatever may be the defects of the present system, there can be no doubt that it is an immense improvement on the former one; and now that the Intermediate is to be held but once a year, there are few that would like to see any further change at present. As to that portion allotted by the Inspectors, it is only right and proper that they should have the power to give additional effect to their inspection by allowing a limited portion of the grant. On the whole, then, the present system much surpasses the one it displaced.

A part of the old system, however, was retained in connection with the Collegiate Institutes. In order to encourage the cultivation of high scholarship in centres of population which might have the ability and inclination to supply the means of acquiring such, a special grant over and above the ordinary revenue of the High Schools was made on conditions which, in the main, were fair, but to one of which I take objection. It was made a *sine qua non* in the case of such institutions, that there should be an average of *sixty boys in Latin*. The aim in this was right enough, but our educational legislators do not seem to have realized that they were really retaining what had worked disastrously so far as genuine scholarship was concerned. No regard was had to either broad or deep scholarship. Of course it was supposed that if there were in any place that number studying Latin, both this subject itself would be pursued to its highest limit, and the kindred studies required to be taught with it, would also receive their share of attention. But those acquainted with the old system, which made the money grant dependent on the number in Latin, know how easy it was to crowd those into this study to whom it was of no benefit, inasmuch as they did not pursue it beyond the merest elements. If we take note of the relatively low position that some of the Collegiate Institutes have held for years, and the comparatively high position that many of the High Schools have secured—ranking above some of the Institutes, and on a par with most of them—there is *prima facie* evidence that the retention in the new system of this error in the old is not producing the best results, and that the time has come for a change.

It may be asked what we would propose instead of the present scheme. It may be said that it is an easy matter to make objections—to pull down; how do you propose to build up? Without at all wishing to thrust my views upon the Minister of Education, I would respectfully submit the following as an outline of what seems to me much more desirable conditions of allotting the special grant to Collegiate Institutes.

1st. Reduce the number of pupils required to take Latin to forty; and let it be the duty of the Inspectors to see to it that these are *bona fide* students of Latin, and that there is a reasonable prospect of their pursuing the study to a point that will be deemed satisfactory. To the old system of admitting pupils to the High Schools, and to the present condition of obtaining the special grant to Collegiate Institutes, the same evils attach. The tendency of both systems was, and is, to thrust into the study of Latin large numbers, merely for the purpose of obtaining the grant in each case, without asking the question whether they were or are likely ever to make anything out of it. In short, it is universally admitted that under the old system a large proportion of such pupils never got beyond the grammar, and a very imperfect knowledge of that. A little consideration will make it evident that, to a very large extent, it must be the same under the conditions that attach to the special grant system.

With the number of High Schools that exist in each county, it is scarcely possible for any centre of population under eight or ten thousand to furnish the required number of pupils, unless it hap-