

Highland seas. No ceremony marked its lighting, but the following lines were written for the occasion by Lord Archibald Campbell and dedicated to the daughters of William Black:—

Here 'mid the splendour of the dying day—

We consecrate this Light—in Love's own way,

In silence all—

It is in silence that the day is born,  
It is in silence that the day—well worn—

Sinks into night—

Is't not, in silence, that deep love is born?

It is in silence that deep grief is borne,

In silence all.

Mrs. Black sent a telegram thanking each member of the Committee on the completion of the memorial.

## CORRESPONDENCE.

### HIGH AND PUBLIC SCHOOLS.

Editor CANADA EDUCATIONAL MONTHLY:

Sir,—You ask in the May number (1) why so few Public School pupils enter the High Schools, and (2) why so few Public School pupils reach the Fourth class.

In answer to (1) I would say that there is very little inducement to persons who expect to make a living, otherwise than by one of the professions, to go to a High School. The work is easier because there are fewer subjects in Form I, although if a pupil happens to go to three or four different teachers, the home-work may be heavier. Then, if a pupil wants shorthand or bookkeeping, he must go to a Commercial College, the time for this work being so limited in the High School.

True, there is a rush to pass the Entrance examination. This is partly because there is a commercial value in the certificate. A merchant prefers a boy or girl who has passed the Entrance. There will be very little commercial value if the number of subjects examined is reduced to five.

In some Schools every pupil in the Fourth Class wants to pass the Entrance. In other Schools only one or two have any such ambition. In some Schools the number of Fourth Class pupils, except in the winter, is very small. At my visits to rural Schools in January the attendance of Fourth Class pupils was 22.94 per cent. of those present; in February, 22.58 per

cent.; in April, 10.02 per cent.; in May, 10.11 per cent.

With respect to (2) a great deal of blame is often cast at Inspectors and other examiners who insist on proper qualification, as if it would be a kindness to pass pupils whether fit or not. The modern idea seems to be that all in a class learn alike if they only get there, provided they do not stand in a line and take places.

I think that most persons who are familiar with our reading books and the pupils who use them, will agree with me that the Second Reader is about right, that the Third Reader would be right if the average age were a year older, and the Fourth Reader would be right if the pupils were two years older. Also, that it was a great mistake to use such a heavy book as the High School Reader for the Public School Leaving. If the first half of the Fourth Reader had been assigned to the Entrance and the last half to the Leaving, it would have been more reasonable.

City and town pupils may have advantages over their country neighbors, but if literature is as important as reading, it is a mistake to require pupils to try to grasp what is beyond their maturity. If a pupil has not mastered the Third Reader, how is he to deal intelligently with the Fourth?

Again, an experienced teacher may make plain to a child what a younger teacher cannot. A large number of what were our best Schools a few