

What then have been the results of this expensive foundation? The intention was to have a system of graded schools, making the Academies the High Schools, to which the Elementary schools would be tributary. In this respect the practice has not conformed to the theory, for the work of the Central Elementary school in its highest class encroaches on that of the Academies, and there are pupils in both boys' and girls' Academies, who should, if an educational standard were enforced, be at the Central Elementary School. The best theories are of course subject to modification in actual working, and I suppose it has been found impracticable to carry out this system perfectly. There are no doubt social as well as educational difficulties to be considered, and however well the principle of absolute equality in a public school may answer in the United States, I doubt if it will work in our *benighted* Canada. At the same time it must be granted, that when property is taxed for the education of the people, it should be applied on the American principle, and persons who advocate social distinctions for their children have no right to require such distinctions at the cost of their neighbours.

The pupils at the Central School seem to be under good discipline; they are well taught within the limited range of subjects required at such schools, and the teachers seem earnest and faithful. One fault must be apparent to any looker on, a grave fault in my estimation but easy of correction. The very young children are kept too long in school. No child under nine should be in school beyond the morning hours, and during that time there should be a break and a short recess, for the purpose of freshening the mind and body by a run in the play ground. The subjects taught in the Elementary schools, are the ordinary English subjects, with a limited quantity of Algebra and Euclid in the highest class.

The Boys' Academy is not prosperous. Here, in addition to English subjects, Latin, Greek, French and Mathematics are taught, by one master and a French assistant. It is not easy in all cases to determine where the fault lies. It is due frequently quite as much to the parent as the teacher, for the parents are often full of crotchets, and fault is sometimes found with the teacher in the presence of the pupil, a practice destructive of discipline. One thing is certain, a great variety of subjects