

There are some, no doubt, who, while recognizing the truth of all that we say, will deny that the present condition of things is to be attributed to the Educational System. For the satisfaction of all, we may, with advantage, examine the details of the machinery to see if there is any unnecessary tendency in the direction we have intimated ; for the greatest mischiefs can frequently be traced to the most insignificant beginnings. Let us take the report of the Minister of Education for 1893. In this we find that the total number of high schools in 1892 was 128 ; that is one school for about every 16,400 of our population. How does this compare with our neighbours ? In the United States there are only thirty-three high schools of sufficient standing to prepare candidates for admission to the leading universities and colleges, and out of these thirty-three Massachusetts has twenty-five or one to every 90,000 of her population.

The subjects taught in our high schools may be divided into three classes ; those which ought to be thoroughly taught in the public schools, viz : reading, orthoepy, English grammar, English composition, poetical literature, elementary history, geography, writing and arithmetic ; subjects which are useful only as a training for the University, viz : algebra, euclid, trigonometry, physics, chemistry, advanced history, botany, zoology, Latin, Greek, French and German. To these may be added the usual and most desirable adjuncts dealing with health and physical development, such as drill, calisthenics, gymnastics, drawing and vocal music, which however do not appear to be compulsory. Why is not the first mentioned class thoroughly taught in our public schools ? At a venture we will suggest that the object is to draw the pupil to the high schools. To follow up the line of this suggestion, let us compare the policy of liberality adopted by our Government towards the high schools with their treatment of the public schools.

Turning again to the Minister's report, we find that the pupils attending the high schools represent only four per cent. of the total school population. The grants to the public