

An man ! 'twill be a sicht tae see,
 Throughout the hale braid lan'.
Them cacklin' i' their cradles bricht
 Wi' buik an' slate in han' !

They'd tell us hoo the puddin' biles,
 An' hoo the tea is drawn ;
 An' farmers' bairns'll teach auld folk
 Hoo wheat an' corn are sawn !

Ah weel, Ah well, we'll no be fasht
 Wi' educated fules ;
 Our weans are a' like common folk,
 No fit for Public Schules.

HIGH VS. PUBLIC SCHOOLS.

BY JOHN PIERCE, TEACHER; AILSA CRAIG.

The readers of the *ONTARIO TEACHER* for the month of August, are no doubt surprised to find that Mr. Woods, in vindicating High School rights, endeavors to do so by lowering the opinion generally entertained of our Public Schools, i. e., by resorting to the same uncharitable criticism of which he accuses the High School Inspectors. He begins by telling us that the Public Schools are to blame for the ignorance displayed in High School examinations. Now, we cannot see the point here aimed at, and we repeat the question, Why admit a pupil into the High School in such "a state of chaotic ignorance?" Mr. Woods replies, "Because he might remain in the Public School for years and his advancement would be not one whit the better." Is this absolutely true of the Public Schools of Ontario? Is it true of a tithe of them? No! Such a statement is unreasonable. But, admitting even that such a state of things does exist—that pupils of a sufficient qualification to enter a High School cannot be obtained, does it follow that the ignoramus of the Public School are to be transferred to the High School with all their imperfections on their heads?

By no means. If a town or village cannot keep up a High School, by supplying the required number of qualified teachers, then we say, such town or village should not expend money on an institution of the kind, but should lay it out in the support of its Primary Schools. Perhaps, if the too often over-worked and ill-paid Public School teacher were to receive a share of it in addition to his salary of to-day, he would be encouraged to labor more zealously for the advancement of his pupils than he does at present. That the existence of a High School in some of our villages is detrimental to the well-being of the Public School, no one will question; and it is a well known fact that the High School often robs the Public School of an efficient teacher, because the salary of both cannot be raised by the corporation. The High School Master, like many other individuals, is fond of his salary, and we fear, in many instances, would prefer to goad the Public School teacher to greater exertions in doing the most difficult part of the work of teaching, on half pay, rather than do a share of it himself.

It is often pleaded as an excuse that *hu-*