

*We must obey our rulers.* "Must obey," intransitive verb, indicative mood, etc. "*The boy with long black hair* was found in the wood." All the entrants failed to parse boy; "hair" is a verb, third person singular, objective case, governed by "with." *John runs swiftly.* "John," a verb, third person singular, etc. *None* of these entrants could do the elementary questions above mentioned; many of them could not get through the multiplication table.

*School No. 18.*—36 were on the roll, 25 admitted. Only 7 of the whole school got the subtraction question. The admitted pupils were far below the legal standard; arithmetic and grammar were utterly bad.

*School No. 19.*—38 were on roll, 20 admitted. There was an utter failure by the entrants, and by whole school: "few and short," etc. was altogether too difficult—bad as No. 17. Most of pupils were mere children, requiring at least a *two years'* course in a good Public School.

The above facts will enable you to form an opinion of the disastrous effects upon the High Schools, which have been the too certain results of the removal of all checks upon the admission of pupils. When it is considered that through the laxity of the old system of admitting pupils to the Grammar Schools, a very large number of totally unqualified pupils were found in the High Schools, even after the new law had been in operation for a year; and that the number of the unqualified pupils has been very largely increased during the present half year, in consequence of the examinations for entrance being free from almost all control by disinterested parties, it can be readily inferred that many of the schools have been so far degraded that it is simply a perversion of language to call them High Schools; and that unless the serious evil be promptly and effectually remedied, we shall soon have a High School system only in name. Some of the school authorities—the masters particularly—have acted nobly. They have refused to take advantage of the powers unhappily placed in their hands, and preferring a high standing for their schools to any merely pecuniary advantages, have exacted a high standard of candidates for entrance. But the general tendency is towards degradation. Some of the best masters have informed me that they had resisted, *with great difficulty*, the pressure brought to bear upon them, to admit unqualified pupils in order to increase the numbers, and as a consequence, the allowance from the public funds. If I might venture to offer any suggestions for the improvement of the High Schools, I should say:—(1) Let there be a *uniform* examination for entrance conducted by an *independent* examiner (or examiners). (2) Let there be two masters for even the smallest school, and the masters to be increased, one when pupils reach a certain number. (3) Something more is required than a University Degree to qualify Head Masters—many innocents fresh from College Halls in charge of High Schools—many with little scholarship, and more with less experience. I presume but few of our Head Masters could take a "First A" under the new law. Let every High School master be required to, in addition to his degree, hold a First Class Provincial Certificate, or to teach a year (or so) as assistant master, before he becomes qualified for a High School mastership. It is insisted that a person shall have a Second Class Provincial Certificate to qualify for a First Class; why should not a candidate for High School Certificate, be required to hold the highest grade of Public School Certificate, in order to qualify for the highest educational positions?

The subjects generally taught in the High Schools are identical (except a smattering in most cases, of classics and French) with those required in the examination for First Provincial Certificates; and I unhesitatingly assert (and my notes will prove it) that a *great majority* of our University Graduates are not as well qualified to teach these subjects, as public school teachers holding "1st A" Certificate under the new law. And yet a great many of these men prate about the "indignity" of having Public School Inspectors associated with them in the examining board on terms of perfect equality! A great many of the High Schools of the country would, under present cir-

cumstances, be far better off, more rapidly "worked up" if under the charge of First Class Provincial Teachers.

(4.) Let the number of High Schools be limited—not too rapidly increased in number. Under present circumstances every little village in the country, even though it has not had the spirit and liberality to keep up a *decent* Public School, must have its "High" School, especially since "*it pays* the authors of such young efforts" to "promote higher education," are sure of at least \$600 a year, and "that will pay the High School Master"—i. e., a master to do a *low grade* Public School work, hence

(5.) I would do away with the \$400 minimum, or in the classification of schools let those that fall before a certain standard receive no Government aid, and die a deserved death, or let schools be established according to population. Say one school to every 15,000 or 20,000 inhabitants. *Two good schools* in a county would be of infinitely greater benefit than half-a-dozen poor ones.

(6.) Let "*union*" schools be no more. I am more and more convinced that there should be a total separation of the High and the Public School.

(7.) *Coll. Institutes*, now are only High Schools with larger attendance of pupils than in ordinary schools. If continued, there ought to be regulations as to number and qualifications of masters. Imagine a certain Collegiate Institute with only *four* masters doing High School (or College) work for 188 pupils, etc.

As at present constituted, Collegiate Institutes seem to be not in harmony with our High School system—many places, which have "populous" union schools are ambitious to become Institutes, etc.

(8.) The County Councils should be compelled by law to carry out its wise design.

#### REPORT OF THE LATE REV. J. G. MACKENZIE, M.A.

[As regards the *Parsing*, it may be well to state that for *Reading* the "*Trial Scene in the Merchant of Venice*" was selected; and, for convenience sake, the italic words in the following—no very difficult test certainly—were given to the Juniors recently admitted to the Schools.]

1. "Give me your hand! Come you from old Bellario?"
2. "Are you acquainted with the difference *that* holds this present question in the Court?"
3. "*Which* is the Merchant here?"
4. "Shylock is my *name*."
5. "It is *twice* blessed?"

*School No. 20.*—Signal failure in *dictation*.

*School No. 21.*—12 admitted; 2 only at all satisfactory in *spelling*. Almost everything in *grammar* missed.

*School No. 22.*—18 admitted. I question whether I should have sanctioned the admission of one-half of these. *Spelling* and *parsing* both deficient. *Dictation* amongst the worst I have had. Everything in *parsing* missed except, "Give me," and "*twice*" by one; one only could give the principal parts of "to flow."

*School No. 23.*—6 admitted; 3 below 50% in arithmetic, and 1 in *grammar*. *Dictation* very poor. Next to nothing done for me in *parsing*. One only could give mood and tense of "Come" in "Come you," &c. None knew when "that" is used as a relative. One only could give principal parts of "to flow."

*School No. 24.*—6 admitted; general failure both in *spelling* and *parsing*.

*School No. 25.*—14 admitted; Public School Inspector not present. Questions prepared by Chairman and head master alone.

*School No. 26.*—17 admitted; 11 of these were present when I made my inspection. I found these, with some two or three exceptions, amazingly weak in *arithmetic*. I required them to give the *parsing* of the following simple sentence in writing:—"Our earth is a planet of the solar system." 6 missed the predicate nominative; one considered our a preposition; *is* was treated in the same way by another.