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Edited by T. ARNOLD HAULTAIN, M.A.

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THE Orillia *Packet* says, without mincing its words:—"A large proportion of those plucked by the absurd strictness of the High School entrance examination, will not return to the Public School to put in another term for little benefit, and are going into a life occupation with a poor education, whereas, if permitted to spend a year or two at the High School, the rudiments of an education already received would become valuable, and they would be possessed of a good education. How the present injurious system has survived so long is a mystery to practical educationists."

But we think something can be said on behalf of the strictness of the Entrance Examinations. It is well to put a well-defined line of demarcation between the Public and the High School. Each has its own sphere, and neither should do the work of the other. Those who failed to

pass the examination may reasonably be deemed to have been unfitted for High School classes, and would not only have been unable to make proper use of the "rudiments of an education already received," but would have deterred others from advancing as rapidly as they otherwise could on account of their own backwardness.

One of the chief faults in our high schools is the very various degrees of knowledge and of "grounding" possessed by the pupils of the same class. Any thing that tends to equalize this makes the duty of the master easier. Had the examinations been easy there would have resulted to the high school a large influx of improperly and partially "grounded" pupils to whose advantage it would have been to have remained another year in the public school.

That those unfortunates who were unable to pass the examinations do not return to the public school is no fault of the system, and the system should not be blamed for their "going into a life occupation with a poor education." This is the fault of their parents, their guardians, or themselves. What the *Packet* would substitute for "the present injurious system," a "mystery to practical educationists," it omits to state.

We have ourselves, not once or twice asserted that the school system of Ontario is very far from a perfect one; the fact that a few unsuccessful candidates petulantly refuse to return to the public school after failing to enter one of higher grade, appears to us altogether beside the mark.

If it is the unexpected stiffness of the examination which is complained of, this is a question to be discussed on other lines. As a substitute for Entrance Examination papers set by examiners appointed by the Government, we should feel inclined to suggest that the masters of the high and public schools should of themselves determine which pupils are fitted and which unfitted to leave the public schools.

Between the first and sixth forms of an

English public school there is perhaps as great a step as between a Canadian public school and, let us say, the second year of the University of Toronto. The promotion of boys from one form to another is determined by the co-operation of his form-master and the master of the form above. His own master recommends him for promotion, and he immediately takes his seat at the foot of the form above. If the master of his new form finds that his new pupil cannot keep up with his class, gains no places, and is unfit, mentally, and not from mere indolence, to grasp the new subjects, he is once more sent back to his old form.

Something of this kind might, perhaps, be tried in determining which pupils are ready for our high schools.

THESE sentences (from an exchange) should show the teacher how deep lie his responsibilities:—It is not so much what is taught in the school room as how it is taught, that determines the success of the teacher. No two teachers impart the same amount of instruction in teaching the same subject. The success of the school depends more upon the teacher than anything else. It matters not how well the school may be graded, or how faultless the text-books used, if the teacher is not in earnest no good can be accomplished. No use to talk about school houses—we need better houses—in fact, we must have better houses, but let us have better teachers. A good teacher will succeed under almost any circumstances, while a poor teacher cannot succeed anywhere."

THE statistics of teachers' salaries in New Brunswick, as given in the Annual Report for 1885, are as follows: Male teachers of the first class, \$511.80. This does not include the principals of the grammar schools. Female teachers of the first class, \$333.43. Male teachers of the second class, \$313.97. Female teachers of the second class, \$233.13. Male teachers of the third class, \$226.32. Female teachers of the third class, \$228.46.