

tration of the law has always been to stimulate local exertion, and to encourage a general interest in these "colleges of the people." In this matter success has signally crowned its efforts; and the Public Schools of to-day stand well in popular esteem, and our school system as a whole maintains a high reputation abroad. But in the matter of Legislative aid to the Public and to High Schools, the latter have immeasurably the advantage, proving that the favour shewn to them rather than to the Public Schools has been very marked and decided. Thus, while the Legislative grant to the Public Schools in 1872 was only forty cents (40 cts.) per pupil, it was within a fraction of twenty dollars (\$20) per pupil to the High Schools! Even with the addition to the Legislative grant of the prescribed municipal assessment, the Public Schools only received at the rate of eighty cents (80 cts.) per pupil, while the High Schools generally received within a trifle of thirty dollars (\$30) and several of them more; for as each High School is entitled by law to a minimum grant at the rate of at least \$400 per annum, no matter how small its average attendance may be, it has followed that some schools have received (including the county assessment) an aggregate sum of from \$35 to even \$45 per pupil in average attendance! We leave it to the judgment of any candid man, whether under these circumstances it is reasonable, just or fair to allow High Schools to do Public School work, and yet receive between thirty to forty times as much as the Public Schools receive for doing that work.

INEXPEDIENCY OF ALLOWING HIGH SCHOOLS TO ADMIT THEIR OWN PUPILS.

We have just shewn that for each pupil attending the Public Schools, the trustees of these schools are only allowed eighty cents, yet when the same pupil is admitted to a High School the board of such school is entitled according to the average attendance of that pupil, to an aggregate sum including the county assessment, varying from \$30 up to \$45 per pupil, although that pupil may be only in classes identical with those in the Public School which he had left! With such strong financial motives to withdraw pupils from the Public Schools and to force them into the High Schools, great efforts are of course made to admit as many as possible to these High Schools. Quite a number of the best schools, even in the face of this strong temptation to be lax in their standards of admission, have faithfully and conscientiously adhered to the requirements of the programme and regulations in the admission of their pupils. But others have not, and great injustice has, therefore, been done to that very class of superior schools which it is the wise policy of the country to foster and support. From a recent return on this subject, which has been ordered by (and which has been laid before) the House of Assembly, we learn that even in the standards of admission adopted in the various High Schools, the greatest diversity has existed. For instance (1) in some schools the pupils for admission were only examined in certain of the prescribed subjects; (2) the character, extent and value of the questions shewed great inequality; (3) in some the questions were written or printed, and in some they were *viva voce*; and (4) the percentage of the value of the answers assigned to the questions ranged from 33 to 80 per cent. The enormous number of 2,000 pupils passed into the High Schools as the result of these examinations!

As to the qualifications of the pupils admitted, and the character of the examination held, we quote from the return laid before the House of Assembly, the following Report on the subject from the Inspectors of High Schools. For obvious reasons we give no names:—

REPORT OF J. A. MCLELLAN, ESQ., M.A., LL.B.

At School No. 1.—Found a class of about twenty in training for the entrance examination by the masters, who assured me that "all of them would be admitted on the following day." The reading of nearly all these twenty (whom the regular pupils hardly surpassed) was very bad. Pupils not familiar with common words—pronunciation atrocious—*violence* for violence; *turnt* for torrent; *genus* for genius; *laborisky* for laboriously, &c.

In *Grammar*, I gave the "candidates," "Few and short were the prayers we said." This sentence too difficult;—*e. g.*, "few a preposition gov. prayers;" "short a preposition, do.;" "were, a transitive verb gov. prayers;" said an intransitive verb, passive voice." None of the candidates could parse *said*; only 12 of *all school* (50) could solve question in subtraction of fractions; and only 8 could find cost of 5,250 lbs. coal at \$7 50 per ton of 2,000 lbs. You can imagine how much the "candidates" knew.

School No. 2.—The trustees of this school rejoice that the checks to entrance have been removed. 4 candidates for entrance, 20 pupils present. The examination showed that even with the "hard checks" to entrance which formerly existed, the pupils had not been stringently dealt with in their entrance examination.

School No. 3.—22 admitted; 79 on roll; about 60 present. The entrants did badly; *analysis* and parsing by *whole school* anything but good.

School No. 4.—72 admitted after my visit. I have not seen the papers. There were already admitted as high school pupils a large number who could not have passed (and cannot pass) a fair entrance examination.

School No. 5.—15 admitted; 61 on roll. The examination was better than some others, but much below what it should have been.

School No. 6.—19 admitted; 40 on roll. *Reading* very bad; history, do.; geography, do. 8 in *whole school* found the difference between $2,275\frac{5}{16}$ and $2,174\frac{11}{16}$. Judge what the entrants could do. *Grammar* was very bad.

School No. 7.—87 on roll; 38 admitted; nearly whole of senior public school division. Examination papers fair, but pupils not up to papers. Query, had the 38 been aided by teachers? *That has been done.* A year ago there were 28 pupils on roll, now 87. Even the old pupils did badly. I gave an exercise in grammar: "and first one universal shriek there rushed louder than the loud ocean, like a crash of echoing thunder." *All failed* in analysis; a large number failed in "*universal*," "*first*," "*shriek*," "*there*," "*like*."

School No. 8.—44 on roll; 8 admitted, not one of whom were qualified. 24 were present. *Reading* utterly bad; only 7 got subtraction question. *Grammar* was a poor performance, nearly all failed to parse *first* (see above), and *all* (in "and then *all* was hushed," &c.)—"universal is a noun, 3rd sing," "louder" too much for many, "ocean, noun, obj. case after rose," "crash noun obj. after rose," "crash noun, nom. case to was understood," etc., etc.

School No. 9.—36 on roll; about 30 to be admitted. These were already in high school. Parsing was an utter failure.—"shriek objective case governed by one," "universal, a verb in the possessive case," "first, a preposition governing one." I gave "few and short were," etc. It was too difficult for nearly whole school, certainly for all the candidates. A more deplorable exhibition of grammatical ignorance could not be imagined. This school was of course glad that restraints as to admission have been done away with. Only 3 in the school got above questions in subtraction.

School No. 10.—40 on roll, 23 of whom were admitted. A fair examination would have excluded 20 of the 23.

Schools 11, 12, 13, 14, 15.—Had the same examination. One question in grammar and one in arithmetic constituted the whole examination, *e. g.*, add $\frac{2}{3}$, $\frac{4}{7}$, $\frac{3}{5}$, 1. No. 11 had no candidates for admission, probably because it was not a union school. No. 14 was held in check by its master, who is determined to admit none but qualified pupils. School 16 admitted 5, all far below the mark. No. 12 admitted 47, and has now on roll 188, about three times as many as it had a year and a-half ago.

School No. 17.—39 were on roll, (23 girls), 22 admitted. The trustees and master admitted that these were far below the legal standard, but "had to have two teachers, and must give them something to do; would soon work the juniors up, etc." The teacher gave "to love our enemies is a command given." "to" a preposition gov. noun "*love*;" "to love an intransitive verbal noun;" "command, objective case, governed by is."