in the departments of the curriculum and the honor. Give the boy the opportunity to earn his honor, and when he has earned it let the honor be given to him.

Lack of Legistative Encouragement.—The Legislature of Maryland has done nothing for the Public Schools of Baltimore. Let it begin its legislation in their favor by placing the High School on an equality with the Central High School of Philadelphia and the Free Academy of New York. In those schools the scholastic honors are awarded to such as earn them by the proficiency they have attained. The young men of the High School of Baltimore are the equals in all respects of those of Philadelphia and New York. They are the picked boys of the Public Schools and of the community. Let then the equality be admitted by the power of conferring upon them the same scholastic honors with which the graduates of the Philadelphia and New York schools are favored.

Value of School Honors.—It is sometimes said that the boys of our Public Schools are the equals, without the honors, of those who have secured them in other institutions. They may be so in attainment and capability, but they are not so in point of preference and pursuit of fortune. In ordinary matters the intelligent boy may get along as well without his diploma as with it. But in the usual tests of scholarship, professionally, the boy with his diploma has the advantage of the boy of equal talent without it. When applying for admission into the learned professions, the young man with his diploma passes into his candidateship on his parchment, and without an examination, while the young man without his diploma is subjected to the examination. The advantage in such cases is with the diploma. Our graduates should not be subjected to this disqualifying distinction when they have proved themselves to be the equals of those who are preferred before them merely because they can carry their diplomas with them.

Cases have been tried in our own examinations, where the diploma does not exempt the holder, in which our graduate without his diploma has distanced the graduate of the college with his diploma. But this is not always the result. In other instances, our graduate, with the better education and the higher abilities, is rejected, while the holder of the diploma claims the favor.

If the graduates of the High Schools of other cities go out from their institutions with their diplomas in their hands, ours should be allowed to do the same. Not in anything should the students of our school be allowed to be behind those of any other school of the same grade. There is advantage in the honor, and it should be conferred upon the worthy and proficient student.

THE FEMALE HIGH SCHOOLS.

It is usual, in the present stage of the educational progress to deliver to the possession of young ladies who are proficient, the evidences of their proficiency in the form of scholastic testimonials. None of these testimonials are the equivalents in grade and character with the honors conferred upon the students of the male colleges. There is no good reason for this difference. The gender of the diploma should conform to the gender of the student. In rhetoric this is proper. It should be so in fact. The young ladies of our High Schools should be favored with a curriculum as extended as that of any college, and after having earned the honors they should be allowed to wear them. The remains of barbarism are yet with us in the distinctions thus preserved in woman's honors and rewards. She is idolized in the world of beauty and fashion, while in the world of fact she is disparaged. When the Legislature considers its long deferred favor to the Central School, the Female Schools should not be forgotten.

THE GRAMMAR AND PRIMARY SCHOOLS.

As a whole, our Grammar and Primary Schools will compare with those of the same grades of any other system. They are working creditably and successfully in the accom-