

grant, according to attendance merely, was to empty into the Grammar Schools all the upper classes of the Common Schools. This was the case particularly in Union Schools. Of course nobody used any undue influence to bring such a result about; nevertheless, somehow, it came about. The Common Schools were degraded by having almost all their pupils, male and female, drained off as soon as the children were able to parse an easy English sentence; and the Grammar Schools were crowded with boys and girls for whom a Grammar School course of study was not adapted. For these evils, the only remedy possible, as far as I can see, is to make the amount of the Government grants to the different High Schools dependant not on numbers alone, but on results likewise. To speak mathematically, what each school shall receive out of the public treasury should be a function of the two variable quantities, the number of pupils in attendance, and the character of the instruction imparted; but, in order that results might be taken into account, more than one inspector was indispensable.

Each of the two inspectors, whose services are now available, will be required to visit all the High Schools once a year. Having to visit the schools only once a year, and not twice, as was the case in my day, the Inspectors will be able to devote to each school a much larger portion of time than was formerly allowed. In fact, as new consequences are to be made to hang on the reports of the Inspectors, the inspection of the schools must receive a somewhat new character. The Inspectors will make a very detailed enquiry into the work done in the several schools, and examine all the departments of that work, from the highest to the lowest; and, it is believed, that, as the result of such minute investigation,—much more minute than has been either possible or necessary hitherto—they will be able to arrange the High Schools into classes, according to the educational results which the several schools exhibit. These classes might be three in number,—first, second and third. It is not proposed that the Inspectors shall be asked to arrange the schools in the several classes in the order of merit, this would be too much for them to attempt; but there does not seem to be any insuperable difficulty in the way of their agreeing on a report to the Chief Superintendent, to the effect that such a school is, in their judgment, entitled to rank in the first or highest class; such another school in the second; and such another school in the third. The Inspectors will not make their rounds together, but at different times, so that a school, which may have been visited by one of the Inspectors at a somewhat unfavourable season, may have the advantage of being visited at a more favourable season by the other. Of course, in carrying out these arrangements, a great responsibility will lie on the Inspectors, and High School masters, who find their schools in the third class, will be prone to fancy that they have suffered injustice; but, where both Inspectors concur in placing a school in a particular class, the country will not easily be convinced that the judgment is erroneous. In the event of the Inspectors differing regarding a particular school, a balance will have to be struck between their judgments. It is presumed that the Inspectors will always be men in whose capacity and integrity the utmost confidence can be placed.

Suppose the High Schools to have been so arranged, in the manner I have described, according to educational results; what then? All the schools, which are placed in the third class, should, in my opinion, receive a certain fixed sum for each pupil; those in the second class, a certain larger sum for each pupil; and those in the first class, a certain still larger sum for each pupil. To encourage good teaching, the grant for each pupil in the second class schools should be very decidedly in advance of that paid for each in the third class schools; and a similar principle should be followed in determining the allowance to first-class schools. Where a school is so bad as to be deemed by the Inspectors unworthy of being placed in any of the three classes, it should receive no grant.

If a scheme such as this be found practicable, and be adopted by the Council of Public Instruction, it cannot fail, I think, to be productive of the best consequences. It will not only be a heavy blow and great discouragement to the practice of herding boys and girls out of the Public Schools into the High School without reference to their fitness for a High School course of study, but it will also stimulate High School masters to put forth all their strength to raise their respective schools to the highest rank. It will at the same time teach trustees a lesson which some of them need to learn. With trustees the question often is not—"Where can we get the best teacher?" but—"At how low a rate can we 'hire' a teacher?" A very accomplished and successful Grammar School master once complained to me of the injustice the trustees were doing him, in withholding a considerable portion of the Government grant to which he was entitled, and using it partly as a reserve fund, and partly to pay an undue proportion of the salary of a Common School teacher who did some work in the Grammar School; and, in the course of the conversation which I had with

him, he stated that one of the trustees had expressed himself to the effect that the Grammar School master was too well paid; he (the trustee in question) thought that a six-hundred-dollar teacher would be good enough. Now, with such trustees, unintelligent and narrow-minded, it is of no use to urge rational considerations of the higher order. As Schiller says, "Against stupidity the Gods contend in vain." But there is one consideration to which even the most stupid trustee is not likely to be insensible, namely, that, when the apportionment to a particular school is made to depend a good deal on the educational rank which the school takes, six-hundred-dollar teachers will no longer be as profitable as they may formerly have been. If by engaging a thousand-dollar or a twelve-hundred-dollar teacher you might have made your school a first class school, while by leaving it in the hands of a six-hundred-dollar teacher you keep it in the third class, it may turn out that in choosing the six-hundred-dollar man you saved money in one direction, to lose as much, perhaps more, in another.

The scheme of apportionment which I have sketched proceeds on the idea, not that the total grant is a definite amount, but that a definite amount is to be paid for each pupil in a school according to the class in which the school is placed. Permit me to ask attention to this. At present, as you are aware, a definite total sum lies at the disposal of the Chief Superintendent for distribution among the High Schools. The effect of this is that what one school gains another must lose. A stationary Government grant is, besides, a check on progress; for, should any considerable number of the schools make such advancement as to render it necessary to engage additional masters, a great increase of the total expenditure for salaries would be requisite, which increase, however, with a stationary grant, there are no means of meeting. But if the views which I have ventured to suggest were adopted, and a definite amount paid for each pupil in a school according to the educational rank of the school, there would, in consequence of the grant expanding in the same proportion in which the schools become more numerously attended and better conducted, be no check on progress; nor would the gain of one school be the loss of another; each would be rewarded on a consideration simply of its own doings—which surely is the right principle.

It may perhaps be urged as an objection to the scheme which I have submitted, that it would involve the expenditure of a considerably larger sum of money than is at present allowed by the Legislature for High School purposes. I suppose that this would be the case; but I am persuaded, that, if the scheme were found practicable, its advantages would be so marked that the country would not grudge the money that might be needed to carry it out. Last year, in the Parliamentary Committee on the Upper Canada College question, certain views, expressed by one of the witnesses, seemed to be assented to by a member of the Government, who was on the committee; but he remarked, turning to some members of the Opposition, who were present: "If we were to propose any such thing there would be an outcry about the expense." On this, one of the parties more immediately addressed, replied: "If the Government bring down any proposal, which can be shown to be for the advancement of the true interests of education we will heartily concur in it, whatever the expense may be. There is nothing we will not pay to have our children well educated." I refer to this little passage of arms because it brings out what I believe is the truth, that all parties in Parliament, those in power and those who expect to get into power, will agree to grant whatever funds can be shown to be necessary for the working of the educational system. Indeed, an eminent member of the House said to me in a conversation which I had with him some time ago: "expense in a matter of this kind is not to be considered."

COURSE OF STUDY TO BE PURSUED IN THE PUBLIC AND HIGH SCHOOLS.

Let me now advert to those clauses of the Act, which bear on the course of study to be pursued in the Public and High Schools.

As regards the Public School programme, the chief thing to be noticed, is the introduction into it of a new scientific element. By the thirteenth clause of the Act, the Council of Public Instruction is required to make provision "for teaching in the Public Schools the elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture." It must not be thought that it is intended, by the introduction of these branches of study into the Public Schools, that less attention than formerly is to be given to our old and valued friends, the three R's. Reading, writing and arithmetic must ever continue to be the main strands in the cord of elementary knowledge,—the sides of the triangular base of the pyramid of education. If there were the least danger that the admission of science into the Public Schools would lead to the neglect of reading, writing and arithmetic, I for one would say:—keep science at the outside of the door. I trust, however, that it may