

new Act submitted to the Legislature for its adoption in 1870-71, embodied the new principle in the 37th Section as thus explained in his report for that year :

“ THE NEW PRINCIPLE OF ‘ PAYMENT BY RESULTS.’ ”

“ Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the system adopted was (as in the case of Public Schools,) to distribute the High School Fund on the basis of average attendance of the pupils at the school. This was found to work injuriously to the best class of schools. For instance, a very inferior school with an average attendance, say, of fifty, would be entitled to receive precisely the same apportionment as another school with the same attendance, but which might be greatly superior,—if not the very best school in the Province. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act—viz: the payment (as it is technically termed in England) “ *by results*,” or, as in the words of the Act itself, according to “ proficiency in the various branches of study.” This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of schools. The thoroughness of the system of inspection adopted there has enabled the school authorities to do so. We shall not be able at present to go further than the High Schools with the application of this principle ; but we trust that by and by, if it be found to work well in the High Schools, we shall be able to apply it to the Public Schools as well.

“ In Victoria, (Australia,) ‘ payment by results,’ to the schools, is the system adopted. In the last report of the Board of Education for that country published this year, the Board says :—‘ The system of ‘ payment by results,’ now in use, appears to be working well, and to give general satisfaction. The fact, that at each examination, each school’s force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst teachers. Indeed, the wish to obtain a high percentage, materially increases the stimulus afforded by the ‘ result payments.’ ”

“ The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new law to be as follows :—

“ Each High School conducted according to law [and the regulations] shall be entitled to an apportionment * * * accord-

First—“ To the average attendance of pupils.

Second—“ Their proficiency in the various branches of study.

Third—“ The length of time each such High School is kept open as compared with other High Schools.”

“ With the aid of the additional Inspector of High Schools, the Department will be enabled to obtain the information required, which will enable it to give effect to the new and equitable system of apportionment.”

In the month of August, after the passing of the New School Act, embodying the principle of “ payment by results, the Rev. Mr. Young thus referred to the subject of the new Act in his address before the Ontario Teachers’ Association :—

“ I have chosen, as the subject of my address, the Act recently passed regarding Public and High Schools, with the regulations made, under the Act, by the Council of Public Instruction.”

“ INSPECTION OF THE HIGH SCHOOLS—CLASSIFICATION OF THE HIGH SCHOOLS—APPORTIONMENT OF THE HIGH SCHOOL GRANT.

“ I now pass to the subject of High School Inspection.

“ Increased provision for the inspection of the High Schools is undoubtedly required to be made. The task of visiting, twice a year, more than a hundred schools scattered over the Province, is too heavy to be laid on the shoulders of any one man ; and (what is of more consequence) the Council of Public Instruction was unable, so long as there was but one inspector, to frame suitable regulations for the apportionment of the High School Fund among the different schools. In the last two reports which I had the honour, as Grammar School Inspector, of giving in to the Chief Superintendent, I showed that the effect of apportioning the Government 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 dependent 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 is indispensable.”

As it was clearly impossible to apply the new principle of “ Payment by Results” to the High Schools until a classification of them had been made, the Council of Public Instruction requested the High School Inspectors to make such a classification, and report the result to the Chief Superintendent. This was done some time since, and a plan has been devised for carrying the new system into full effect, if possible, in 1873.

It is a question, however, whether any system of classification of the High Schools will be entirely satisfactory, or at best, anything more than (probably a just) approximation to the relative standing of the several High Schools. The only really satisfactory method of determining the relative standing and excellence of these schools, for the purposes of correct classification, would be to subject the whole of the pupils in them to a uniform test examination on questions prepared and printed for that purpose. The result of such an examination would be to determine, with an almost exact certainty, the relative position which every school should occupy in an official preliminary classification of them. It would also furnish an undisputable starting-point, from which future progress or retrogression could be easily ascertained by the half-yearly examination of the High School Inspectors on their visits to the schools.

I. Papers on Practical Education.

1. TEACHING FROM REAL OBJECTS.

Much has been written within the past few years on the best methods of teaching the younger class of scholars, and nothing has contributed more to improve those methods than the introduction into the school-room of material objects, to be carefully examined and subsequently described. This exercise has been carried to a greater extent in the juvenile schools called *Kindergarten* than in any others, though it has been by no means confined to them, nor was the idea first suggested by the Germans. The writer well remembers exercises of this kind in a school of which he was a member over thirty-five years ago, and which redounded greatly to his own benefit, as they no doubt did to that of all who participated in them. The objects selected were nearly always natural, and he vividly recalls a very close examination which he then made of an expanded chestnut-burr which was to be the theme of his little essay on one occasion. Ever after, if not before, he too could, with the poet,

— “ in the ragged burr a beauty see.”

This exercise is better than any other calculated to cultivate habits of close attention, at a period when such habits are most easily acquired and to do away forever with all possibility of those loose and superficial ones which characterize most people throughout life, leading to continual inaccuracy and consequent misapprehension of the facts of nature and of life.

Many years after the little exercises alluded to above, the writer was teaching in a country school in Pennsylvania, which was situated in the midst of a pleasant grove—just the kind of situation, by-the-way, for a school-house. Sometimes the interest of the younger scholars in their column of the multiplication table or the spelling lesson would flag. On such occasions he found no other means of stimulating them so successful as the promise of half an hour in the woods, where they could collect wild flowers and acorn cups, and, in the fall, the beautifully tinted autumn leaves. This promise almost universally insured perfect lessons from the whole class, who were generally ready for recitation before the hour for it arrived. On their return they were allowed to lay down a scalloped maple-leaf or a sinuous oak-leaf on their slates, carefully to draw the outline, and then delineate the larger veins and the stem. This exercise was to them a source of never-failing pleasure ; and while, instead of interfering with the other lessons, it secured a better performance of them, it also cultivated admirably the organs of form and color, thus training the imagination and developing æsthetic tastes as no other exercise could. I suggest it to teachers, in the hope that some of them may test its efficacy.—z. *Pennsylvania School Journal*.

2. TOYS AS TEACHERS.

The primary use of toys to children is to keep them occupied. A mother thinks what her infant, even when only a few months