

HIGH SCHOOL DEPARTMENT.

LEGISLATIVE AID TO HIGH SCHOOLS.

ALL interested in the secondary education of our country, and especially those who have lately been endeavouring to secure for High Schools an additional grant from Government, have cause for encouragement even in the small increase in the estimates for 1880. The special and increasingly important claims of these schools for a larger grant are being gradually understood and recognized. For example, the Minister, in speaking of the great amount of "non-professional work" in the preparation of teachers, now accomplished by our High Schools—work formerly required of the Normal Schools—recognized a service that has never been suitably rewarded. The grant for 1880 is only that formerly received. With much additional labour one would expect a liberal advance. In fact we must regard the added \$7,000 as a mere pittance when distributed among 104 schools. Mr. Crooks states that, in 1879, of the 1,207 third-class teachers passed through the Model Schools, 409 were High School pupils, successful at the Intermediate. He might have added, that a large number after passing the same examination, entered the Normal Schools.

An intelligent appreciation of High School work seemed quite general among our legislators. One member, however, from a remote constituency, like some of our frontier obstructionists, interested only in Public Schools, moved a *further reduction* of \$8,000! His motion was lost, and the item, \$83,000, (increase \$7,000) was passed. A Government which boasts of a large surplus ought not to require pressure to be brought to bear, in the form of petition, in order to secure a sum commensurate with *the work done*, and *the local support* given to these schools.

In 1878 the latter amounted to \$202,848, while the legislative grant was only \$77,106. Instead of our legislature insisting on "local equivalents," our municipalities should suggest "legislative equivalents." When the schools receive what they need and merit, the change hinted at will be realized.

The Government, when urged to greater liberality, point to the aggregate grant. High School boards, on the other hand, feel that their actual receipts are in many cases becoming unaccountably small. We once read of a bishop who enclosed one dollar in a two dollar bill, with the remark, "*the dollar is for the heathen; the two dollars to pay for sending it.*" The expensive and complex machinery of our Education Department seems to some, at least, to suggest a tate of things analogous to that referred to by the bishop. These High School teachers and trustees say that, on adopting the system of "payment by results," they were assured that the expenditure of local funds and a style and quantity of work, under the new system, would certainly secure from Government as large a grant as similar liberality and labour would bring under the old system. These expectations have not been realized. The local grants have in many cases nearly doubled, the staff of teachers have been increased, and the Inspectors report more satisfactory results; and yet the grant has gradually decreased. Already some faithful teachers have had to suffer from the pressure of additional *work* on the one hand, and the *dissatisfaction of trustees* on the other. The latter are inclined to estimate the worth of their teachers solely by "the amount of Government money they bring to the school." Any decrease in the grant is regarded as an evidence of weakness in the management, while these over-worked teachers may be