

After his half-year's work, it is task enough for the master to have to spend, in some cases, hours over his return, without being forced to make out the form which is to contain it. Let each school, each half-year, have enough and to spare.

HIGH SCHOOL INSPECTION.

It is impossible to avoid concluding, that as at present conducted, the inspection of our High Schools gives satisfaction neither to the profession nor to the public. In official circles much importance is attached to this mode of testing the results of a master's work, and to the influence for good of such supervision. But the opinion is confined mainly to departmental and other officials; it is by no means admitted by others interested in the question. So long as no money was allotted on the results of inspectional visits, little interest was taken; but the state of matters is now different, and it is only right that the wishes of the intelligent body of men, whose abilities and labours are thus appraised, should have every reasonable guarantee that the results obtained are at any rate approximately correct. In connection with this subject, we desire to submit the following statements, for the consideration of the Minister of Education:—

(1.) At the last session of the Ontario Parliament, many members expressed the opinion that the High School Inspectors do not devote sufficient time to their proper duties, and that in many localities their work is inefficiently performed.

(2.) The High School masters, in annual convention, *unanimously* passed the following resolutions:—

(a.) That the amount payable on the results of inspection should be determined at the end of each year and a half, on a conjunct report of the three inspectors, it being understood that each inspector would devote himself to the examination of those subjects on which he is admittedly competent to form an opinion.

(b.) That in view of the fact that the

grading of the High Schools, and the distribution of a large portion of the legislative grant, are decided according to the results of inspection, it is desirable that the High School inspectors should be enabled to devote a greater amount of time to the work of inspection at their semi-annual visits.

(3.) That by their own admissions the inspectors are not competent to examine in some of the subjects on the High School programme, notably, drawing, music, and drill; and that though their decisions in some departments of study are accepted without demur so far as their scholastic ability is concerned, very grave doubts are felt by those interested when *each* of the inspectors undertakes to appraise the "quantity and quality" of the work done in the Upper Schools.

(4.) That the half-yearly apportionment on the results of inspection is so exceedingly minute in its details, that it is calculated to produce the apparently erroneous impression that the condition of the schools has been as minutely investigated. To illustrate this, we refer to the apportionment for last half-year, and we find the following:—

In (a.) "School accommodations," etc., there are *fifteen* grades, represented by the following sums:—\$20, \$18, \$17, \$15, \$14, \$13, \$12, \$11, \$9, \$7, \$6, \$5, \$4, \$3, and \$0.

In (b.) "Number of masters employed," etc., there are *seventeen* grades, represented by the following sums:—\$22, \$18, \$16, \$15, \$14, \$13, \$12, \$11, \$10, \$9, \$8, \$7, \$6, \$5, \$4, \$3, and \$0.

In (c.) "Character of work done in the Lower Schools," there are *seventeen* grades, represented by the following sums:—\$18, \$17.50, \$17, \$16, \$15, \$14, \$13, \$12, \$11, \$10, \$9, \$8, \$7.50, \$7, \$6, \$4, and \$3.

In (d.) "Quantity and quality of Upper School work," etc., there are *twenty-five* grades, represented by the following sums:—\$51, \$48, \$44, \$42, \$37, \$36, \$30, \$28, \$24, \$23, \$19, \$18, \$16, \$15, \$12, \$10, \$9, \$8, \$7, \$6, \$5, \$4, \$3, \$2, and \$0.

In (e.) "Discipline," etc., there are *nine* grades, represented by the following sums:—