

THE CANADA  
EDUCATIONAL MONTHLY  
AND SCHOOL MAGAZINE.

JUNE-JULY, 1897.

THE EFFECT OF HIGH SCHOOL REGULATIONS ON  
TEACHERS.\*

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ALTHOUGH the task assigned me is not one that I sought or that I consider myself specially fitted for, yet for some reasons I am glad to have the privilege of appearing before this joint meeting as in some measure the representative of the High School masters of the Province. As one of the older members of the Provincial Association I have felt of late years a growing regret that in this age of specialization we are getting so divided up into departments and sections, so absorbed in our own special work, and so bent on magnifying its importance and asserting its claims, that we are in danger of forgetting that we are all co-workers in a common cause, and that if we wish to exert our proper influence on the educational policy and system of the Province we can do so only by united aims and united action. That of late years we have too often been pulling in contrary directions instead of together will easily be seen by anyone who reads and compares the resolutions passed and the requests made by the various sections and departments; and that we do not wield the influence we should, and doubtless might if we were only heartily united, is abund-

antly evident from the refusal of the Minister of Education to give us the representation in the Educational Council to which we are justly entitled, and which, we had been led to expect, was at last to be given us.

Feeling thus, it has been to me a cause of special regret to observe that for some time past there has been a manifest disposition in certain quarters to foster antagonism between the Public Schools and the High Schools by raising the cry that the latter are degrading the former by robbing them of pupils and funds that rightfully belong to them. Now, in so far as this is alleged to result from the operation of the school law and regulations it is not my intention to deal with the matter. I wish, however, speaking for myself and my fellow principals, to deny that there is any hostility on our part to the Public Schools, or any disposition to underrate their work and importance. Why should there be? Many of us were for a time public school teachers, and the great majority of the schools to-day are in the hands of our ex-pupils, with whom we are as a rule on the best of terms, and whose success in their work is a matter of interest and pride to us. We know, too, that the more efficient the

\* Paper read at O. E. A., April, '97.