

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 numerous 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 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."