

English course than the majority of High School teachers, as Mr. McLellan says they are, then there would be positive gain to the educational interests of the country.

But, apart from this, the financial reasons stated in a previous article are not unworthy of consideration. Take, by way of illustration, an ordinary union village school, with one High School teacher, an assistant, and a Public School with four teachers. The High School teacher receives say \$800 per annum, and his assistant \$500, making for High School salaries \$1300. Say the High School is attended by the average number of High School pupils, 30. The Public School is in all probability attended by 350 scholars. The first teacher likely receives a salary of \$550, three assistants an average of \$300 each, making in all \$1750. Here, then we have the enormous discrepancy of an incorporated village paying \$1300 for the education of 30 scholars in the High School, whereas it only pays \$1750 for the education of 350 in a Public School. Now, what is the effect of this on the Public School? Simply, to produce the evils which Mr. McLellan refers to by *inuendo*—inefficiency in the Public School. Nay, more. The High School absorbs so much of the resources of the municipality to maintain its feeble and, in some cases, useless existence, that the Trustees are compelled to hire teachers at the lowest possible salaries in the Public Schools, or become bankrupt. How much better would it be, in many cases, to abolish the High School altogether, and use the money it absorbs in increasing the salaries of hard-working teachers in the Public Schools? How much better would it be for the country to give its young men and women a good English education than to crowd them into a High School where they receive only what Mr. McLellan says is, in most cases, a smattering of classics and French? Many Public School teachers

who labor hard in many of our rural villages and towns on a paltry salary, would accept an advance of \$100 as a "Godsend," but which Trustees cannot afford to give, simply because their treasury is exhausted by the High School Board.

To remedy this evil what should be done? Simply reduce the number of High Schools. One in each county, or one to so many thousand inhabitants, or, if preferable, one to those places only where there were at least fifty pupils who could pass the required examination. By adopting this course, and confining the High School almost entirely to a classical course, we have no doubt the efficiency of both classes of schools would be promoted.

It might be urged that, by reducing the number of High Schools, many would be deprived of a classical education who are anxious to prepare themselves for the University. There might be some force in this objection we admit. But it is not *individual* cases that we are required to consider, but the interests of the whole.

A High School in every county would supply, with very little inconvenience, all the facilities for a classical education, which individuals might require, and the removal of such a drain upon the resources of many small towns would enable Boards of Trustees to provide better advantages for their Public Schools, and thus add to their efficiency and usefulness.

We trust the Ontario legislature will take this matter into consideration at its next session. We believe the only way to do justice to our Public Schools would be to allow them to carry out in its integrity their own legitimate work, and in those cases where they have so degenerated, from whatever cause, that they cannot supply fifty scholars who could pass a good examination as candidates for a High School, that the High School, in such cases, should be abolished or suspended till the required efficiency was secured in the Public School.