

schools in the third class, will be prone to fancy that they have suffered injustice; but, where both Inspectors concur in placing a school in a particular class, the country will not easily be convinced that the judgment is erroneous. In the event of the Inspectors differing regarding a particular school, a balance will have to be struck between their judgments. It is presumed that the Inspectors will always be men in whose capacity and integrity the utmost confidence can be placed.

Suppose the High Schools to have been so arranged, in the manner I have described, according to educational results; what then? All the schools which are placed in the third class, should, in my opinion, receive a certain fixed sum for each pupil; those in the second class, a certain larger sum for each pupil; and those in the first class, a certain still larger sum for each pupil. To encourage good teaching, the grant for each pupil in the second-class schools should be very decidedly in advance of that paid for each in the third-class schools; and a similar principle should be followed in determining the allowance to first-class schools. Where a school is so bad as to be deemed by the Inspectors unworthy of being placed in any of the three classes, it should receive no grant.

If a scheme such as this be found practicable, and be adopted by the Council of Public Instruction, it cannot fail, I think, to be productive of the best consequences. It will not only be a heavy blow and great discouragement to the practice of herding boys and girls out of the Public Schools into the High School without reference to their fitness for a High School course of study, but it will also stimulate High School masters to put forth all their strength to raise their respective schools to the highest rank. It will at the same time teach trustees a lesson which some of them need to learn. With trustees the question often is, not—"Where can we get the best teacher?" but—"At how low a rate can we 'hire' a teacher?" A very accomplished and successful Grammar School Master once complained to me of the injustice the trustees were doing him, in withholding a considerable portion of the Government grant to which he was entitled, and using it partly as a reserve fund, and partly to pay an undue proportion of the salary of a Common School teacher who did some work in the Grammar School; and, in the course of the conversation which I had with him, he stated that one of the trustees had expressed himself to the effect that the Grammar School Master was too well paid; he (the trustee in question) thought that a six-hundred-dollar teacher would be good enough. Now, with such trustees, unintelligent and narrow-minded, it is of no use to urge rational considerations of the higher order. As Schiller says, "Against stupidity the Gods contend in vain." But there is one consideration to which even the stupidest trustee is not likely to be insensible, namely, that, when the apportionment to a particular school is made to depend a good deal on the educational rank which the school takes, six-hundred-dollar teachers will no longer be as profitable as they may formerly have been. If by engaging a thousand-dollar or a twelve-hundred-dollar teacher you