

3. SYSTEM OF PAYMENT BY RESULTS.

(To the Editor of the Globe.)

SIR,—In reply to a letter signed "Fair Play," in Saturday's *Globe*, I desire to say that there is not a shadow of foundation for "Fair Play's" unjust statement that the Education Department is about "springing a sudden change upon High School teachers in the middle of the year," in the adoption of a system of "payment by results." The Department has not "concluded" to do anything of the kind, nor has it ever given the slightest intimation of its intentions on the subject, except to the effect that full and ample notice will be given to all parties concerned before the system is put in force.

The system of "payment by results"—the principle of which is the only just and equitable mode of distributing the High School grant—has been maintained by the Department for years. It was under consideration in 1865; and the principle would have been incorporated in the Grammar School Act of 1865, had it not been thought that the important reform effected by the Bill of that year in the mode of paying the grant to High Schools, was about as far as it was prudent to go at that time. I was deputed by the Chief Superintendent to take charge of the Bill at Quebec in that year, and I took pains to prepare a scheme on which to base a system of "payment by results" from the English education reports and other information which I obtained in the Parliamentary library. But the Chief Superintendent thought it on the whole advisable to defer its adoption for the reason which I have given. The matter was not lost sight of, however, and in that same year (1865) Mr. (now Bishop) Fraser, who was in Canada at that time as an English Education Commissioner, was consulted on the subject. In 1868 the matter was referred to Rev. Prof. Young, then Inspector of Schools, for his report on

it, which he made in 1869. In 1871, the principle was adopted and embodied in the Act of that year. It involves payments to High Schools according—

1. To the average attendance of pupils;
2. Their proficiency in the various branches of study;
3. The length of time each High School is kept open as compared with other High Schools.

As it was clearly impossible equitably to apply this new principle of "payment by results" until a classification of the High Schools was made, the inspectors were requested to make such classification and report the result to the Chief Superintendent. This was done, but it is still felt to be impossible to do full justice to each of the schools until the whole of the pupils in them are subjected to a uniform test examination on questions prepared and printed for that purpose. With that view further legislation will be required before the new system can be adopted, and this is proposed and recommended in the Chief Superintendent's last report. On page 97 of that report, among nine recommendations relating to High Schools, is the following, and it is the only authoritative opinion which the Department has given on the subject:—

"6. That, before the principle of "payment by results" be applied to High Schools, their status and classification (as a starting point) be ascertained by a written examination of the pupils in one or more, if not all, of the classes."

Such a recommendation does not look like "springing a sudden change upon High School teachers."

Your obedient servant,
J. GEORGE HODGINS,
Deputy Superintendent.

Toronto, March 8, 1873.

[NOTE.—For List of Apportionments to High Schools in 1872, see page 29.]

II. IMPROVEMENT OF SCHOOL HOUSE ARCHITECTURE.

Country schools generally need accommodations for from forty to eighty pupils. In the ground plan given below sixty seats are provided. The room is thirty-four by thirty-eight feet, and by slight changes in size it may be contracted or expanded. By adding three feet to the length space is given for ten additional seats, and by making the building four feet narrower there would still be sufficient room for four rows of desks, accommodating forty-eight pupils.

In this design two entrances are provided in front, each of which opens into a room which is at once an entry-way and a lobby for clothes. The space between the two entry-ways can be used for recitations, and a room may be finished in the basement, or added to the rear for the storing of fuel.

The design is well adapted to sections in which the attendance is large during one portion of the year, and small at other times. The recitation-room gives an opportunity for the employment of an extra teacher, as required by law, when the school has an average attendance of over fifty pupils. The front and back walls of the school-room, between the two doors, should be occupied by black boards. The stoves are placed in the front corners of the room, and the ventilators in the opposite corners. This room is supplied with two back entrances opening respectively into the boys' and the girls' play-grounds.

ELEVATION No. 5.—This elevation represents a plain but neat and substantial building of wood. The roof has the plain wide, projecting cornice and eaves which protect the walls of the building,



Elevation 5.