

metrical development of those institutions that aim at still higher work. In our High Schools and Institutes there are many pupils in the most advanced classes who do not intend to present themselves for examination, and whose sole object should be to obtain a good education. The fact that there are pupils in these classes who do intend to compete at the University, affects the character of the work, and provides for the Master the stimulus which the Department has always maintained he stands in need of. This examination will have the same effect on what is now called Lower School work. It will still be an object of the Master's ambition to pass a good number for Second Class Certificates, but it will be an optional matter with both him and the pupil whether the latter pass it or not, and the former will be at liberty to allow that gradual development of his pupil's mind which is so desirable. Overwork and Cram—the present curses of our system—need no longer exist. Classics and Natural Science may be taught, as they should be taught; and High School Inspection, which many now regard as a delusion and a mockery, may acquire some real value. The Inspectors will have to do their own "Inspectoral Examinations," and will be afforded a chance to justify an office which at present does not recommend itself on account of its public usefulness. The Inspector's function should be an important one; but, under the operation of the "Intermediate," it has become "an airy nothing."

II. *The Distribution of the Legislative Grant on the basis of the amount paid as Teachers' Salaries.*—As we stated last month, this varies in the long run, directly as the *quantity and quality* of the work done. We think there should be both a minimum and a maximum grant. The instability there has always been in the amount of Government aid would in this way be remedied, and Boards would feel that their efforts would meet with proper recognition. Sala-

ries would undoubtedly go up—not necessarily in the best schools, but in those where an increase is most needed. Any defects in the administration of a school would be remedied gradually, and subjects that are now neglected would be attended to. If a Board thought well to employ a music-master, a drawing-master, or a drill-sergeant, it might rest assured that its expenditure in this direction would cause a proportionate increase of Government aid.

The objection, too, would be met, that for some reason or other is now being urged in one quarter, that there is a marked discrepancy between Government aid to some High Schools and the population of the counties in which they are situated. If a county received only \$800 from Government, all it would have to do would be to increase its teaching power, and this it would not do unless there were a real necessity. No Board would spend \$1,200 to get \$700 or \$800 from the High School fund. We hold that no grant should be given on average attendance. The Legislative Grant should be distributed under regulations of the following nature: A school with two masters should receive at least \$400; a school with three, at least \$800—and so on—with a prescribed *maximum* attendance in each case. The minimum may be disregarded. Boards do not err on the side of giving their teachers too little to do.

Briefly stated, the principle that should guide the Department is this: Education should be left as much as possible to local control. We have had too much of the bureaucratic system. We may also add that the High School Masters as a body do not propose to tolerate the unjust treatment to which this pestilent system has subjected them. The question will not be allowed to rest until the Minister rectify abuses for which, it is but fair to say, he will be responsible only if he allow them to go on. They are a legacy which he inherited, not creations of his own.