

mining by a semi-annual examination of the pupils, to a considerable extent, the Provincial allowance of the Teacher. The proper discharge of this duty will require conscience as well as capability.

On comparison of the populations of the two Provinces, it will be seen that about equal estimates of the amount of work capable of being overtaken by an Inspector have been formed by their respective authorities. If we assume that the Districts of each Province, as compared with each other, contain equal populations, each Inspector in Nova Scotia will have under his charge the schools of 98,780 people, each in New Brunswick those of 40,799.

OUR HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The English-speaking Provinces of the Dominion have made liberal provision for elementary education, and with some of them the cause of higher education has not been overlooked. New Brunswick and Nova Scotia, in addition to their excellent Public School systems, have already made no inconsiderable provision—in the establishment and support of County Academies—for higher education; and we have not a doubt that, under the able superintendence of Dr. Rand, of New Brunswick, and Dr. Alison, of Nova Scotia, still further progress will be made, and a thoroughly efficient system of secondary education be ultimately developed in each of these Provinces. But thus far, Ontario, we suppose, bears the palm in the work of higher education. Our High School system had a humble yet wise beginning; it is now rapidly reaching a state of efficiency which will leave it almost without a rival. The wonderful progress of our High Schools during the last seven or eight years must afford deep satisfaction to all—and they are many—who are interested in the great work of national education. Until recent years, the importance of an organized system of secondary education had not taken firm hold of the popular mind, and, as a consequence, many of the High Schools were in a weak and unsatisfactory condition. Public Schools were thought to be a national necessity, as providing an elementary education for the masses: High Schools were regarded rather as a luxury, intended to benefit the few. But broader and sounder views of the aim and scope of higher education, and its relation to primary education, have begun to prevail. The undoubted advantages which our well-organized system of High Schools has conferred, and is still conferring, on the people at large, have made plain the fact that these schools are really the poor man's universities—the colleges of the "commons"—and have therefore made them highly popular with the masses of the people. The sound principle that "schools and colleges are institutions of the STATE"—that higher education is an essential element in every system worthy of the name of NATIONAL—is now generally accepted by educators and statesmen, and has become, as it were, an article of the people's faith. This last fact is evident from the liberal expenditure voluntarily incurred for the support of High Schools and Collegiate Institutes. To say nothing of the large amounts annually raised by local taxation for the current expenses of these schools, there has been

expended in Ontario, during the last six years, upwards of *half a million*, merely for the erection and improvement of buildings for High School purposes.

We have not space to point out in detail the evidences of increased efficiency in these institutions, and their supreme importance to the country: the noble work they are doing in educating teachers, the numbers of intelligent farmers and artisans they are turning out; the liberal education they are affording to many who are destined by intellectual power and moral worth and high intelligence, to exercise a mighty influence on the destiny of the nation—these and many other advantages which might be discussed will not be questioned by any candid and intelligent observer.

But we wish to point out that the time has come when the Government and Legislature should deal more liberally with the High Schools. We venture to express the hope that the Minister of Education—whose able administration of his Department has contributed so largely to the increased efficiency of our national schools—will see the justice of asking the Legislature for an increase of the grant for higher education. Our High Schools are fairly entitled to this increase. We are not far wrong in stating that the cost of maintaining them has nearly trebled since 1871, while the Government grant has remained almost stationary. This largely increased expenditure, and consequently increased efficiency, are mainly due to a wise direction and pressure exercised by the Department of Education, which has constantly acted on the principle that those who help themselves—who with praiseworthy liberality incur heavy expenditure for educational purposes—deserve to be, and shall be, proportionately assisted by grants from the public treasury. The voluntary efforts made by the people themselves have been marked by an amazing liberality: let the action of the Legislature be marked by an equal liberality, and a fair appreciation of the self-imposed sacrifices of the people. Education is expensive, we are told. All good things are expensive; and if every expenditure of public money can be as fully and clearly justified as that for education, our legislators will never be censured by those whom they represent. It should be borne in mind that no inconsiderable portion of the cost of our High Schools is incurred in educating the teachers of the country; they are in fact supplying the place of *Normal Schools*, in so far as giving a non-professional training is concerned, and on this ground alone their supporters are justified in expecting more liberal treatment from the Legislature. We have said that this would be an act of *justice* to the people who have been encouraged and influenced to the exercise of a liberality that few States have equalled and none surpassed. We say further—and we have the means of knowing whereof we speak—that such action of the Legislature would meet with the approval of the people—it would be a *popular* "move." And, while we know well that our legislators, in the exercise of a serene and philosophic statesmanship, are to be influenced only by the highest motives we think it is no disparagement to the best of them to say that the influence of an enlightened public opinion may become an element in their motives of action. Let it be remembered that the supporters, and those interested in the success of the High Schools and Collegiate Institutes—those