

siderable) the Council of Public Instruction was unable, so long as there was but one Inspector, to frame suitable regulations for the apportionment of the High School fund among the different schools. In the last two reports which I had the honour, as Grammar School Inspector, of giving in to the Chief Superintendent, I showed that the effect of apportioning the Government grant according to attendance merely, was, to empty into the Grammar Schools all the upper classes of the Common Schools. This was the case particularly in Union Schools. Of course nobody used any undue influence to bring such a result about; nevertheless, somehow, it came about. The Common Schools were degraded by having almost all their pupils, male and female, drained off as soon as the children were able to parse an easy English sentence; and the Grammar Schools were crowded with boys and girls for whom a Grammar School course of study was not adapted. For these evils, the only remedy possible, as far as I can see, is to make the amount of the Government grants to the different High Schools dependant not on numbers alone, but on results likewise. To speak mathematically, what each school shall receive out of the public treasury should be a function of the two variable quantities, the number of pupils in attendance, and the character of the instruction imparted; but, in order that results might be taken into account, more than one inspector was indispensable.

Each of the two inspectors, whose services are now available, will be required to visit all the High Schools once a year. Having to visit the schools only once a year, and not twice, as was the case in my day, the Inspectors will be able to devote to each school a much larger portion of time than was formerly allowed. In fact, as new consequences are to be made to hang on the reports of the Inspectors, the inspections of the schools must receive a somewhat new character. The Inspectors will make a very detailed inquiry into the work done in the several schools, and examine all the departments of that work, from the highest to the lowest; and, it is believed, that, as the result of such minute investigation—much more minute than has been either possible or necessary hitherto,—they will be able to arrange the High Schools into classes, according to the educational results which the several schools exhibit. These classes might be three in number,—first, second and third. It is not proposed that the Inspectors shall be asked to arrange the schools in the several classes in the order of merit; this would be too much for them to attempt; but there does not seem to be any insuperable difficulty in the way of their agreeing on a report to the Chief Superintendent, to the effect that such a school is, in their judgment, entitled to rank in the first or highest class; such another school in the second; and such another school in the third. The Inspectors will not make their rounds together, but at different times, so that a school, which may have been visited by one of the Inspectors at a somewhat unfavourable season, may have the advantage of being visited at a more favourable season by the other. Of course, in carrying out these arrangements, a great responsibility will lie on the Inspectors; and High School masters, who find their