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PAYMENT BY RESULTS IN HIGH SCHOOLS.

The Council of Public Instruction has, at length, decided to give effect to the School Legislation of 1870-71, in regard to "Payment by Results" in High Schools and Collegiate Institutes. The regulations on the subject were published in the last number of this Journal, so that we need only now refer to the history of the question in connection with our Schools.

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has lately been recommended by the Royal Irish Commission of Inquiry for introduction into the schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The subject was discussed at the time, and enquiries made into the working of the system. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step, was however, taken at that time; and the principle of payment according to the "average attendance of pupils" was then first applied to Grammar Schools. This change was thus explained in the memorandum which was published with the new Act in 1865:—

"The 7th Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School more than to the junior schools—unless the average daily attendance should fall below 10 pupils—although every one of these schools may have been vastly superior

to the senior school of the county. This section of the new Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to the Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might have been kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School law amply provides for giving the best kind of a superior English education in *Central Schools*, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton); while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common School purposes; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number."

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of; but on the visit in that same year (1865) of Rev. Dr. Fraser (now Bishop of Manchester)—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada—the matter was discussed with him. The Chief Superintendent also that year referred the question to the then Inspector of High Schools (Rev. G. P. Young), who thus reported upon it (in his annual report) to the Chief Superintendent, for 1866:

"I have come to the conclusion, after having devoted much thought to the subject, that, until *educational results* are combined with *attendance* as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. *More than a year ago*, you asked me to consider whether "results" might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools."

At length having secured the appointment of two Inspectors of High Schools, the Chief Superintendent, in a Section of the new Act submitted to the Legislature for its adoption in 1870-71,