

school in a large city, supported by wealthy parents who can afford to allow their children to remain for four or five years. It is, moreover, an unwarrantable assumption that the pupils of 4 (a) are the equivalents of our Upper School pupils. There is not a High School Master who doesn't know that there is many a boy able to take up Honour University work in some departments who would be unable to pass the Intermediate with its rigid tests; and it is almost certain that the College fifth and sixth forms alone approximately correspond to a High School Upper School. No doubt there is more higher work done in Upper Canada College than in most of our High Schools, but there is far less than in the best High Schools and Institutes; and, if reports do not belie the real state of matters, our Lower Schools are far in advance of the College lower forms.

III. "At the University Matriculation Examinations, a larger percentage of scholarships has been obtained by the College pupils than by those from the High Schools."

The compiler of Mr. Crooks's Report arrives at this conclusion (1) by taking the results from 1867 to 1879, inclusive, and (2) by counting in the scholarships taken by ex-Upper Canada College pupils, and omitting this class in the case of the High Schools, as was clearly shewn in the debate in the House. Now, it is only since 1876 that the High Schools and Collegiate Institutes have been in a position to do really good work, and since then the College has cut a very poor figure. Last year it took only one scholarship, the Institutes taking the others. In 1879 it took only the second general proficiency scholarship, and in 1878 only one. In 1881 it will, probably, be in a similar position.

In other words, even on the basis of the junior matriculation results of *one* University, Upper Canada College is *not so good* as some of our Institutes, with all the disadvantages under which they labour, from the distracting influence of the Intermediate, want of funds, and, in some cases, the interference of parsimonious and ignorant trustees. It should be remembered also that our Provincial second-

ary schools prepare for *all* the Universities, and maintain courses of study for classes of students whose wants are not provided for in the College. In estimating the value to the country of the College and the High Schools it is only fair to remember that the Kingston and Cobourg Institutes, in particular, prepare for the Universities with which they are connected, and seldom send a candidate to matriculate at Toronto University, whereas Upper Canada College seldom prepares for any other University. It must not be forgotten, too, that the High Schools have of late years established an additional claim on the public by educating most of the Public School Masters of the Province.

IV. "The College is a Provincial school; the High Schools are local schools."

This is the main argument in favour of Upper Canada College, and it is based on the statement that in 1880, of the total attendance, 139 were from Toronto and 148 from other parts of the Province. To this it may be justly answered that, as a matter of fact, the Institutes have even stronger claims to be regarded as Provincial than the College.

To take the case of one school with the condition of which we are acquainted, the total attendance, at present, is over 400, of which number 230 are non-residents, from almost every county in Ontario. If Upper Canada College has claims as a Provincial school to the magnificent endowment it possesses, is such a school as this not entitled to more than the small amount of legislative aid it receives? It is no answer that the Institutes and High Schools were intended to be merely local schools. The High School Act provides for the admission of non-residents; and if the Province prefers to regard three or four High Schools as Provincial schools to accepting Upper Canada College, the Legislature should bow to the public will, especially in view of the remarkable difference in the cost per pupil.

Nor is it an argument that there are boarding-houses kept by masters in connection with a few of these schools. It is more than doubtful that the boarding-school plan is a good one; and at any rate the High Schools