

man : the country, a good citizen. Bestowing due care on the understanding, neglect not the moral qualities of your pupils. Unceasingly endeavor to propagate and establish those imperishable principles of morality and reason, without which universal order is in danger ; and sow in the heart of the young those seeds of virtue and honor which riper years and maturer passions will never destroy. Faith in Divine Providence, the sacredness of duty, submission to parental authority, the respect due to the laws, to the king, and the rights of every one ; such are the sentiments which the true teacher will aim to implant and develop."

UPPER CANADA COLLEGE.

During the past month we have availed ourselves of our exceptionally good opportunities for becoming acquainted with the state of feeling throughout the country regarding Upper Canada College, as there is every probability that it will be one of the most important subjects submitted before the House during the coming Session.

The advocates of the continued existence of Upper Canada College urge in its favor : (1) That it is necessary as a preparatory school for young men who intend to take a University course ; (2) That there should be a State Institution for the benefit of those who wish to send their sons from home to receive their education ; (3) That it serves as a Collegiate Institute for a part of the City of Toronto.

Those who favor the discontinuance of the School reply to the above as follows :

1. It is no longer necessary as a preparatory school for University men, as the Collegiate Institutes and High Schools throughout the country are doing better work than Upper Canada College in training young men for the Toronto and other Universities. This is now an established fact.

2. There should be no attempt made to found or continue in existence State Educational Institutions to meet the special cases of individuals. It may often be advisable for a man to send his son from home to pursue his High School studies, but there are over one hundred High Schools to either of which he may send him, so that Upper Canada College need not be perpetuated for this special purpose. But he should have some one in connection with the school to superintend his conduct outside of the class-room, to see that he prepares his lessons properly, avoids bad company, etc. Admitted, but no one has a right to expect the State to assume the duties of a parent towards his children until they become orphans. Then it may do so by providing Industrial Schools. The State provides education, not parental supervision for those children who have parents. For those who think they can not, in the best interests of their children, send them to a High School at home or at a distance, there are several institutions of which Pickering College may be taken as a model, which perform both the functions of teacher and parent so far as they can be combined. A parent may in this respect obtain in private institutions, all that Upper Canada College with its enormous State aid has

to offer, and at quite as good rates. We have no Canadian aristocracy, and those who desire exclusiveness for their children should pay for it. No one will interfere with their right to do so.

3. The City of Toronto has no right whatever to have a portion of its legitimate High School expenditure paid by the province at large. There is no reason why Toronto should be so aided that might not be urged in favor of every town and village in the country. Toronto would likely have to provide more High School accommodation if Upper Canada College ceased to exist. Let Toronto do so, as any other city or town has to do. She is increasing so rapidly that the time will probably soon arrive when the High School Board will have to open an additional school for the accommodation of those residing in the west end. This will be brought about all the sooner if the proposed extension of her limits is carried out.

It is sometimes said that if the staff of teachers was improved the College would be more prosperous. This may be quite true. We have no doubt that the managers of a private institution, or the trustees of an ordinary High School would have made some changes long before this under similar circumstances, but this does not in any way affect the question at issue, viz : whether the country should continue an expenditure of nearly \$30,000 per annum to do two kinds of work, one of which the State has no right to do, while the other is better done by the regular schools which form a part of our educational system ?

What should be done with the money invested in Upper Canada College, is a question that must be taken into consideration, when its discontinuance is discussed. The valuable property which it occupies, coupled with its endowment, would produce an annual income of nearly \$30,000. Some say this should be distributed to the High Schools. We think the money might be more profitably spent, and would renew the suggestion first made in the JOURNAL, that a portion of the money derived from the consolidation of its assets be spent in erecting near the University a college for the higher education of women, when the proper time arrives, and in endowing it. The erection of such a college is in our opinion merely a question of time, and if the time has not already come the money could be funded until the necessity for the college is more manifest. The balance might very properly be appropriated for the endowment of two chairs in the Toronto University. Is it not time that those University men who intend to be the masters in Collegiate Institutes and High Schools should receive a special course of training in Education during their University course? The teachers of the future are receiving their education in the High Schools ; how essential it is therefore that the Principals in them should understand the principles on which the practice of education is based. Theoretical training would not of course be sufficient, but the practical training could easily be provided. There is an opportunity for the Government to do immense good to the best educational interests of the country, by imitating the example of some of the universities in Britain and the United States, by establishing a Chair of Education in our University. It is well known