

HIGH SCHOOL DEPARTMENT.

UPPER CANADA COLLEGE.

IN the course of his General Remarks on the subject of the College in the Special Report to the Legislature, the Minister argues the case in favour of the College, contrasting its condition and advantages with those of the High Schools. As the statements contained therein will enable us to put the matter briefly before our readers, we shall examine them *seriatim*.

I. "While the subjects comprised in the present course of study in the College are, in general, similar to those which prevail in the High Schools, and both have a common test at the matriculation examinations of the Provincial University, yet a much smaller number of pupils in the High Schools take advantage of the subjects of study which include Latin and Greek classics, or the French and German languages. 100 per cent. of the College pupils are in Latin, 40 per cent. in Greek, 100 per cent. in French, and 33 per cent. in German; while the High Schools shew 44 per cent. in Latin, 8½ per cent. in Greek, 34 per cent. in French, and 5 per cent. in German."

The Report goes on to shew that in the other subjects of the programme of study there is a higher percentage in the High Schools than in the College. To this it is replied:—

(a) The Report compares the condition of Upper Canada College with that of *all* the High Schools, not with that of the best, as should in all fairness be the case.

(b) There are two courses of study in the High Schools—the English and the Classical—in the former of which no other language than English is obligatory. Besides, almost all the Public School Masters are now educated in the High Schools, and they take no modern language. The state of matters was very different before the adoption of the present programme of studies.

(c) Although there are two courses of

study in Upper Canada College, Latin and a modern language are obligatory even in the Commercial course.

No argument can, therefore, hold in this respect in favour of the College: Indeed, the fact that in the higher optional subjects in Mathematics and English the proportion in the High Schools is greater than in the College and is in favour of the superior efficiency of the former. If Mr. Crooks's design is to shew that, as there is more Classics in the College than in the High Schools, the culture is better in the College, he must go further and shew that the study of this subject is carried far enough to be real culture. It naturally follows, also, that what is good for the Collegian is good for the High School pupil, and that Latin and a modern language should be obligatory in the latter as well.

II. "As the entrance examination upon elementary English subjects is the test of admission to the High School, the pupil, if well grounded, should be in a favourable position for obtaining all the benefits of secondary instruction, in the different classes of the High School course; but there is a marked disproportion between the average attendance in the classes of the Lower School, and those of the Upper School; the percentage of average attendance in the Lower School in the four years from 1876 to 1879 inclusive, was 50 per cent., and in the Upper School 6½ per cent., while in the College the attendance in the upper forms from 4 (a) to the sixth represents 33 per cent."

Here, again, Mr. Crooks compares the state of matters in Upper Canada College with that of *all* the High Schools, including those which to all intents and purposes are Public Schools. The only fair comparison would be with the best of our Institutes and High Schools, which alone profess to compete with the College. Were there nothing else objectionable, it is evidently unfair to put on a par with country or village schools a