

distributing the High School grant is that those localities are most generously (*sic*) dealt with that contribute most liberally to High School support—not simply those who have but those who *give*." Would *Justitia* kindly indicate where and to what extent this principle is acted upon? Has the Government a different policy for a Public School in a poor township and a High School in a poor municipality? Has the Government derived this idea from Legislative enactment, or is it a figment of *Justitia's* imagination, a corollary to his simple plan

"That they should take who have the power,
That they should keep who can?"

Is it not wholly a matter of Regulation? What would be its fate if discussed upon the floor of the House? What has the Government of this or any other enlightened country to do with "generosity" in distributing public funds? Its first and only business is to act, not with *Justitia*, but with justice.

Throughout his reply *Justitia* has taken the ground of Shylock: "Is it so nominated in the bond?" "I stand upon the law." The writer in the *Whitby Chronicle* proposed to amend legislation or regulation that seemed defective, and invited a discussion of the *raison d'être* of Collegiate Institutes upon the basis of right. To this invitation *Justitia* has not deigned a reply, but has, instead, raised side issues which have no bearing whatever upon the merits of the case.

I regret, moreover, that he has attempted to carry on the discussion by introducing personalities and drawing attention to a writer rather than to his views. It is not a hopeful sign of the growth of dignity in the profession, or a satisfactory expression of "sweetness and light" when a Principal of one of those "centres of classical and general culture" stoops to hint at "jealousy and disappointment" as the motive to the discussion of a confessedly debatable question. Whitby, I may assure him, has no jealousy, except for the right, and no disappointment except that she cannot fulfil her ambition towards her pupils.

The invitation of *Justitia* to the High Schools "on the precarious border land," albeit "it is not possible that every High School will become an Institute," to share the *lot*, to be a "centre of classical and general culture," to stretch hands over the chasm, betrays a feeling, if rightly interpreted, that is most inimical to "honest effort," exposes the mercenary spirit of the system, and betrays the weakness of the situation. Whitby may be forced, by the present method of distributing the High School grant, to seek recognition as a Collegiate Institute, but she would do violence to her traditions and instincts if, when the general discussion comes on, as come it must, she did not cast in her lot with those in the educational world that speak for *Liberty, Equality and Fraternity*.

Yours, WHITBY.

February 10th, 1880.

THE PUBLIC SCHOOLS OF ONTARIO AND THE CENTENNIAL EXHIBITION.

By a Foreign Visitor.

To the Editor of The Canada Educational Monthly:

SIR,—I am in your country two months now, and at Paris and the Centennial Exhibitions attended. I very much astonished was there the display of school apparatus to find so magnificent. My friends and I myself to one another said, "It is grand, it is superb," and very excellent did we meditate that your schools in Ontario must be. Now am I here, and many schools have visited, and find I nothing as I did intend. All the world in Paris and Philadelphia was under the supposition that the schools at this country were furnished with the seats and desks we there saw; that also, they, every one, had complement of globes, maps, charts, and of object-lessons. But not so, I find it is. What do I find? Nearly fifty schools have been visited with me, and in