

HIGH SCHOOLS VERSUS COLLEGIATE INSTITUTES.

Mr. Dickson, Principal of the Hamilton Collegiate Institute, is not pleased with the article which appeared in the October number of the JOURNAL, concerning High Schools and Collegiate Institutes. He has written to the *Hamilton Times*, attributing "motives" as reasons for the reference made to the Hamilton Collegiate Institute. It seems hardly necessary to state that our article was written to expose a shameless and persistent attempt on the part of the Principals of certain Collegiate Institutes to injure other Institutes and High Schools, by a system of advertising, characterized recently in a leading American educational journal as "beneath the dignity of a Yankee pedler." In doing so, we were acting in harmony with some of the leading newspapers of Ontario, and motives might as fairly be imputed to the proprietors of these papers as to the publishers of the CANADA SCHOOL JOURNAL.

In writing the article, two aims were kept in view: first, to do justice to the other Collegiate Institutes and High Schools; second, to prevent the misleading of earnest students, many of whom have in the past been led to incur the expense of leaving home in order to attend some Institute with a "remarkable record," obtained by securing the brightest lights from smaller schools. We held then, and hold now, that young men and women who desire to improve their education, can, as a rule, find as good or better facilities for doing so at one of the High Schools in their own county, than in some larger, but not more thorough institution away from home. Nearly all the High Schools in Ontario are now in good working order, having excellent teachers, and being well supplied with apparatus; and we hold that loyalty to their own county and its institutions, a proper regard to economy, and the desire to make the most rapid and thorough progress in study, should prompt intending students to give the school in their vicinity a fair trial.

We selected the Hamilton Institute as the best illustration of extensive advertising and comparatively small returns, to be found in Ontario. For the largeness of the former and paucity of the latter, we are not responsible. To the head of the Hamilton School System, must be given the praise or censure due. We cheerfully tender him our thanks for providing us with such an excellent illustration of the failure of his "advertising plan," and of the principle of rendering the whole of the Public Schools of a city mere preparatory forms for the High School. We have no word to say against the Public School teachers of Hamilton. On the contrary, we believe them to be intelligent, well-trained, and hard-working men and women.

Mr. Johnston, Principal of the Model School, and some others of his associate teachers, have more than a local reputation. It is certainly not their fault that the ultimate results of their work seem meagre.

It is not inappropriate to print the following "school announcements" in connection with this article.

DOTHEBOYS HALL, *English*.—"At Mr. Wackford Squeer's Academy, Dotheboys Hall, near Greta Bridge, in Yorkshire, youth are boarded, clothed, booked, furnished with pocket-money, provided with all necessaries, instructed in all languages, living and dead, mathematics, orthography, geometry, astronomy, trigonometry, the use of the globes, algebra, the single stick (if required),

writing, arithmetic, fortification, and every other branch of classical literature. Terms, twenty guineas per annum. No extras, no vacations; and diet unparalleled."

American.—"This school is an exponent of the true normal idea, which, in the last quarter of a century, has revolutionized, to a great extent, the whole system of education, has turned monasticism (?) into self-government, blind force into living tact, dullness into snap, and insufficiency into manliness. We offer these departments: preparatory, teachers, commercial, special science, scientific, classical, surveying, engineering, elocutionary, musical, drawing, painting, preparatory medical, law, telegraphic, phonographic, etc., etc. The accommodations are first-class. The student completing our course, fills offices in every kind of business. Students can select their own studies. Students can enter at any time. Classes are sustained for pupils of all grades, however far advanced. No extra charge. No vacations."

Americanish.—"This school is more prosperous than ever before. The following advantages are enjoyed: a thorough preparatory course; a complete teachers' course; a full collegiate course; one of the best commercial courses in the U. S.; a full course of engineering; a full course in penmanship; a course in elocution; a fine-art course, as complete as that in the Normal Art Training School at Boston, at one-fifth the cost; a course in music equal to that of any conservatory; a course in law; a course in medicine; a course in German; a course in telegraphy, unequalled in the west; a course in phonography. Students get as much here for \$300 as they get in other schools for \$1,000. Students may enter at any time, select their own studies, and advance as rapidly as they may desire. We defy competition. Better accommodations and lower rates than at any other school in the land."

Canadian imitations of the above, with additions, have been seen by many of the teachers of Ontario.

THE CENTRAL COMMITTEE.

A period of much interesting work in the building up of our educational system is marked by the history of the Central Committee of Examiners. Provision for the formation of that committee had been expressly made by the Provincial Statutes, and, under the regime of Dr. Ryerson as Chief Superintendent, assisted by the Council of Public Instruction, the Committee was formed of Prof. Young, as chairman, and the three High School Inspectors. As a legacy from that regime, the present Minister of Education received this Central Committee, to whose numbers he added four Public School Inspectors, in order that the Public as well as the High Schools might be adequately represented. The Committee, so constituted, carried out under direction of Mr. Crooks, the work of unifying the examinations, one of the most important reforms ever made in our school system. They prepared uniform examination questions for first, second and third-class certificates, and for the Entrance and Intermediate Examinations at the High Schools. Mr. Crooks, on appointment to office, found a large number of books awaiting authorization as prizes and library books in the Depository. To make a thorough examination into the merits of these was evidently a work not possible to the Minister of Education in person. It was accordingly entrusted to the Central Committee, and has been efficiently carried out. The County Model Schools were also, under the administration of Mr. Crooks, the work mainly of the Central Committee, four members of which were engaged in organizing the Model Schools in each county, a difficult and important task in which the whole committee took earnest interest. Thus a most efficient means of professional training was put within the reach of every aspirant to the teaching profession, rich and poor, and has been made