

## REFORM THE COLLEGIATES

By NORMAN PATTERSON

**W**ILL the Collegiate Institute, or High School, be reformed? Here is a question which is agitating far-sighted people. Some even go so far as to claim that this old-fashioned educational establishment has served its purpose and should be relegated to the rubbish-heap. It is out of date, a relic of an age in which there were no colleges of any account, and quite unsuited to modern civilisation.

The proposition may startle some of the ancient college masters who consider that they have helped to build up Canadian character by their labours. It is quite true that the high school teacher was and still is a power in the smaller community. Every boy who conceived the ambition to be a doctor, lawyer, dentist or teacher passed through his hands. He has pupils on the bench, leaders at the bar, prominent medical men, members of parliament and university professors, and he is proud of these "boys." Some of them are in Canada, some in the United States, and a few scattered throughout the newer countries of the world. Every United States city of importance has a score of professional men who have attained prominence because of the intellectual up-lift supplied by the high school teachers of Ontario and the Maritime Provinces.

**T**HE chief count in the charge against the High Schools or Collegiates is that they take the best boys from the town and townships and send them on to the cities. They rob the rural communities to enrich the urban. They take from the places in which they are situated the best product of the district and give it nothing in return. Any ambitious youth who gets a high school education of the kind that has been common in Canada seldom goes back to the farm and not very often returns to the local shop or factory.

New York state has had a similar experience with its County Academies, and New York is taking steps to abolish them. They practically ruined the farming interests of that state and turned many fine towns into deserted villages. As in Ontario, the smartest youths passed through these Academies and passed on to become professional men in the larger cities of the East and the multiplying towns of the West.

**N**O one will charge these high school masters with unfaithfulness to duty. They were interested in the welfare of their students and in their intellectual development. They tried to convert the boys of the community into gentlemen and put them in the way of playing a larger part in the world. And they succeeded in what they

attempted. It is their very success which has aroused public opinion against them.

In a recent address in Toronto, Rev. J. O. Miller, principal of Ridley College, St. Catharines, pointed out that the beautiful fruit farms of the Niagara Peninsula are occupied by families who have moved there recently. All the old families are gone. Some of them died out naturally, but most of them disappeared because the boys were educated out of the district. The high school teacher could see nothing in fruit-farming and he sent the boys into the professions. Yet the newer settlers who have come in have turned the district into a great garden, quadrupled the price of land, and are making yearly profits that exceed those of the average doctor, lawyer or dentist of the town and city.

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**W**HAT will be the substitute? Agricultural High Schools and Technical Collegiates. The Ontario agricultural college has done something to train the young farmers of Ontario, but its work has been necessarily limited. An agricultural high school in every county in Ontario, working in harmony with the O. A. C., would do much to solve the problem of keeping the people on the land. The electric railway, the rural telephone and the automobile are all helping to make rural life more attractive. The Agricultural High School would train the young men to be farmers and teach them how to make as profitable and as pleasant a living on a farm as in a dingy, smoke-begrimed office in a large city. Further, it would increase the product of the Ontario farms and have a profound effect upon the cost of living.

Down in Norfolk county there is a farm which a few years ago sold for \$2,500. Later it was resold for \$4,500. Recently, because of the scientific fruit-growing methods which have been introduced into that district, this same farm was sold for \$17,000. This is but a sample of what could be done in every county in Ontario if the old-fashioned, profession-loving High School were displaced by a school devoted exclusively to educating farmers.

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**A**GAIN, the High Schools of manufacturing towns should be turned into Technical High Schools, such as that at Berlin and elsewhere. Technical education is a new requirement. Until thirty years ago, manufacturing in Canada was a very simple and primitive business. It was also quite limited. To-day manufacturing is a highly technical occupation. The young men who are to become mechanics, foremen, designers, and master manufacturers, must have a special education. The training which is suitable for the embryo doctor, lawyer and university professor is quite unsuitable for them.

Technical education is as absolutely necessary to Ontario's future development as agricultural education. It is safe to predict that within ten years, twenty-five per cent of the high schools of Ontario will be labelled "technical."

## BOY SCOUTS IN MONTREAL AND BRITISH COLUMBIA



Lieut.-Gen. Sir Robert Baden-Powell giving the Montreal Boy Scouts a talk after the Inspection in Fletcher's Field.

B.C. Scouts Inspected by their Chieftain in the Woods