

should not pass unchallenged, I confined my remarks to *them*, reserving the consideration of new schemes until the assertions quoted received due attention. Surely this is not an illogical order of approaching such a question. I am now charged, however, with evading *the* question, and with attempting to raise side issues merely to divert attention. My erratic course, moreover, is charitably accounted for by a pardonable trepidation at the unwelcome spectre of a departing Government grant! One would suppose that if our claims to this special grant are unjust, that if a system of spoliation and monopoly is being carried on, the "bonus" must of necessity be withdrawn. "*Vested* rights were not to be interfered with," but these could hardly include a *special* grant given on an assumption now proved to be *false*—on "distinctions" now shewn to be "merely fictitious." The charges once sustained, of course both title and grant should be withdrawn, and High Schools started *de novo* on a race for distinction. This much by the way. I have only to say that, if the points above enumerated do not constitute the main thoughts of the article in question, I entirely misapprehend its import.

"Whitby" prefers to consider these complimentary allusions merely as introductory, leading to a main question. In other words, he assumes that he is at liberty first to place Institutes on a fictitious basis; to declare that they are maintained by a process of questionable honesty; that they are of spontaneous growth; and then serenely pass on, expecting his readers as meekly to follow him!

The main question, it now appears, was the relative value and claims of *boys and girls* in our High Schools; the relative importance of Latin and Greek, compared with "other subjects, of quite as much value as the ancient classics." He certainly does not give your readers credit for ordinary intelligence, or he would not thus attempt to cover his tracks.

These questions are not introduced until after the Institutes are charged with systematically robbing the other schools, with par-

ticipating in "abuses which are crushing the life out of our High Schools." To "Whitby" such charges seem a bit of pleasantry. Collegiate Institute trustees and teachers, however, may possibly deem them worthy of more than a passing notice. I therefore endeavoured to prove that he was in error in the first place, as to the distinction between Institutes and High Schools, by shewing, (1) That the thirteen schools now ranking as Institutes have an attendance of from 80 to 250 each in Latin; that these constitute about one-half the classical pupils in the Province; (2) That, by reason of the special grant, Institutes are enabled to give these pupils the almost exclusive attention of a classical master—an advantage not generally attainable in other schools; (3) That, by consulting our University lists and departmental returns, it will be seen that this work is not only *extensive* but also characterized by an average *thoroughness*; (4) That in these particulars the original design of establishing Institutes was fulfilled; that therefore the distinction between them and ordinary High Schools is *not* "purely fictitious."

According to "Whitby's" logic, this proves the reverse of what I intended; in fact it proves nothing, unless it be that in the Institutes in 1878 "there was little Latin and less Greek." Why so? Simply because the numbers given include *girls* in Latin as well as boys! This is a fair specimen of the *arguments* adduced throughout his reply. Comment is needless.

The statement as to our forcing boys into Latin was next referred to, and such a course shewn to be both impracticable and unnecessary; that the serious charge would equally apply to "the many High Schools which have 59 in Latin, instead of 60—the only distinction in many cases." To these statements "Whitby" offers no real reply; but instead favours us with an amusing and specious change of base not often surpassed. "Forced into Latin" was meant to signify, not coercion, but "rapid development" in preparatory hotbeds, etc. The force seems to turn on the meaning given to the preposition "into." "Forced *into* Latin," please observe, here