

HIGH SCHOOL DEPARTMENT.

OUR COLLEGIATE INSTITUTES.*

To the Editor of the *Canada Educational Monthly*:

SIR:—An article appears in your December number, taken from a Whitby paper, in which occur several remarks concerning the relative position and value of High Schools and Collegiate Institutes. The writer endeavours to shew (1) that the original design of Collegiate Institutes, as distinguished from High Schools, has not been carried out; in other words, that present distinctions are owing merely to local circumstances, and are "purely fictitious." (2) That the required daily average of sixty boys in classics is obtained in the Institutes only by forcing them to study Latin, in order to receive the grant of \$750. (3) That Institutes "are springing up" (as a matter of course) wherever the population exceeds four thousand.

With your permission I shall offer a few remarks on each of these points.

(1) Regarding the design of establishing Institutes, we find it to be "in order to establish superior classical schools," (37 Vic., cap 27). Those having the best opportunities of judging are perfectly satisfied that there existed a necessity for such a provision; they also know that the object aimed at has been secured; and that every year are added proofs of the wisdom which actuated the scheme in the first place. By the grant of \$750 an Institute is enabled to employ a classical master whose attention may be exclusively devoted to his department. Without referring disparagingly to the results of classical work in High Schools, we must

* [In lieu of the usual matter in this Department, and in preference to expressing further editorial opinion on the subject at issue, we print a communication from the Principal of one of the leading Collegiate Institutes concerning the increased Government aid given to Institutes over High Schools, and the reasons which justify that course. The discussion may, for the month, appropriately occupy this department.—Ed. C. E. M.]

surely admit that superior facilities are thus afforded both teacher and pupil; and that instead of a purely *fictitious* distinction there is secured a *real* and *intended* distinction. This will be apparent, not simply by consulting the matriculation list of the University, as he suggests, but also by examining the official returns to the Education Department. The writer ignores the fact that in these centres of large attendance a very extensive work in the teaching of classics is being accomplished—quite unattainable in High Schools generally, even with the additional \$750. Local *advantages* are pointed to as the reason for the establishing of Institutes. We conversely point out the fact that local *disabilities*, and other causes, render it highly improbable that many towns not at present supporting Institutes, could command the large attendance necessary. From the latest returns we ascertain that in 1878 there were in our 104 High Schools (including the Institutes) 4,729 pupils in Latin, 883 in Greek; that of those in Latin nearly 2,000 were at Institutes, and similarly 403 of those in Greek. That is, whether as a result of chance or of design, the thirteen schools now ranking as Institutes were actually doing *nearly one-half* the entire work in classics; we consider this not as "fiction," but rather as a *fair and encouraging fulfilment* of a well conceived plan.

	Latin.	Greek.
Brantford.....	140	73
Cobourg.....	122	54
Galt.....	228	42
Hamilton.....	256	49
Kingston.....	107	28
Ottawa.....	195	38
Peterboro'.....	81	9
St. Catharines.....	154	20
Toronto.....	148	34
St. Mary's.....	91	30
Collingwood.....	184	21
London.....	106	5
Perth.....	83	6