

Are our schools equipped for the work? Can they, without neglecting the work already prescribed, undertake the training of students in a Science course, such as we have indicated above? Can they, without undue strain upon the energies of the masters, afford instruction in a Science course equivalent to that now required of them in the departments of Mathematics, of English and Literature, of Classics, and of Modern Languages? They are certainly not all equipped, but some of them are well able for the work. It would indeed be a strange commentary on our Universities, if the specialists they turn out in this department were not as well qualified for the work as the specialists in the other Departments.

A school employing the services of two or three masters ought not to undertake the work of training students beyond the Intermediate limit and the standard required for pass Matriculation in the University. A school having four department masters can do 1st C work and train candidates in the limit prescribed for Junior Matriculation with honors. These schools should not attempt first A work in any department, nor should they undertake the 1st year work of the University. There are several Collegiate Institutes employing a teaching force of from 8 to 16 masters that are well able to teach the subjects of the four departments, Mathematics, Classics, Modern Languages and Science up to the same standard in each, and it is to these schools that we must look for the training requisite to obtain a first class A or B certificate in the non-professional subjects.

The *Canada School Journal* says —  
 "We are in receipt of a letter from Mr. Parker, complaining of an unfair criticism of his "Cicero pro Arabia," by the editor of a Toronto publication. The editor in question is permanently

bilious and afflicted with the idea that he can write English. Of course he knows little of English and less of Latin." We are very glad indeed to see such evidence of improvement in the English of the *Journal*. The editor must not imagine, however, because he is getting along nicely, and making genuine improvement, he therefore knows all about writing good English. It was not so very long, indeed, since he was careful to avoid all sentences of an involved or complex nature, and was wont to content himself with editorial productions beginning thus: "Young America is charged with a lack of respect for *their* seniors. There is usually a reason for making the charge. This is not to be wondered at. The boys do not deserve the blame. They naturally prefer to be respectful. They take a delight in showing courtesy to those in authority over them." (The italics are ours.) It is extremely fortunate that ignorance of good English is not absolutely inconsistent with most thorough classical scholarship, otherwise the brilliant genius of the man who could write "Cicero pro Arabia" might have been lost to the world. Modesty in a man of real genius is perhaps not so rare a thing as to deserve comment, but that modesty which does its possessor an injustice and puts the government to the expense and trouble of sending a minister or two to a foreign country to look up a Professor of Classics when an abler man could have been had at home, is very rare indeed, and when found in the person of the editor of a Toronto Trade Journal almost ceases to be a virtue.

The record of Hamilton Collegiate Institute at Toronto University Examinations for the year 1881 is as follows — 15 entered for the Examinations and all passed, winning the following places of honor:—

1st in Mathematics, 1st year, 1st in General Proficiency, 1st year; 1st in Classics, Junior Matriculation, 1st in Mathematics, Junior Matriculation; 1st in Mathematics, Senior Matriculation.  
 (Ex-Students are not included in this record.)