

have hitherto supplied, with efficiency, the demands made upon them. Several of our schools consist mainly of non-resident pupils and boarding arrangements of a satisfactory kind are made for such. We are convinced, also, that the closing up of Upper Canada College would be followed by the development of its special features in schools in different parts of the Province. It is surely better to have, in different parts of Ontario, four or five schools of the character of our best High Schools and Institutes than a single (comparatively speaking) inefficient and expensive one in Toronto. Our educational system is for the benefit of Ontario, not for that of Toronto alone.

V. "The College and the High Schools differ, educationally, in the longer period of study occupied by the course in the College, and in the earlier ages when Latin has been begun."

(*a*) As the general educational results of the High School system are, as some think, better than those of the College, or, as all admit, at least as good, it follows that the former is more efficient, for by Mr. Crooks's own shewing the High Schools and Collegiate Institutes produce their results in less time than the College, unless, indeed, Mr. Crooks refers to the advantages to be gained by prolonged association with the children of the aristocrats and plutocrats, who form the bulk of the attendance at the latter. It is a fact that in the old country, where influence is often paramount, the friendships formed at school are useful in after life, and that there is an education of no small importance in a boy's surroundings and associates; but, as Prof. Goldwin Smith has remarked, Upper Canada College is not an Eton or a Westminster, and it is futile to attempt to copy the system here. Such educative influences as are referred to above may be, and, we are glad to say, are, developed in many of our Provincial schools. There is some weight in this argument, and we submit to our High School Masters the following, clipped from a Toronto paper which has had the courage to state one of the strongest arguments in favour of the College:—

"Upper Canada College is doing a good work, though perhaps at a somewhat greater expense than the Collegiate Institutes. We venture to say from a personal knowledge of both the College and the Institutes, and of the students of the two in their University course, that the boys from Upper Canada have received the better training and have more finish to their work than the boys from the average High School. The system of discipline and method of study are different. The system is such that the masters and students are banded together as a community, and the spirit of the community pervades more or less each of its members. Such a spirit is to be observed in a still greater degree in the great public schools of England, but we venture to say that it is almost wanting in our Grammar Schools. Some there are who affect to despise such an argument; to these we can only say that if their inappreciation of it applies to the case of Upper Canada College it must also apply to the great centres of learning of Europe and America, half the reputation of which is based on their educatory influences other than mere facilities of teaching. Education does not consist in the mere acquirement of book knowledge; and Upper Canada College, we contend, is richer than its rivals in those influences—whether social or moral—which go a great way as supplementing book-work in forming an education."

To what extent this view of matters is correct the Masters can judge.

(*b*) If it is an advantage to begin Latin at an early age, at which the College pupils begin it, the Minister of Education has adopted for the High Schools a system which he admits is injurious to classical culture. Under the circumstances, it is his manifest duty not to bolster up the College, but to remedy the state of matters in the Schools for which he is primarily responsible. As a matter of fact, however, for years past Upper Canada College has done little or nothing in classics. The Institutes and High Schools have, invariably, carried off the scholarships. As for mathematics, a low first-class now and then is all it gets. Modern languages seem to be its specialty, and even in this department its record has, of late, been inferior to that of several Institutes. The College boy of nine or ten would be just as well, for a few years, we imagine, at a Toronto Ward School, were it not, indeed, that the offspring