

But, as in the case of the New England people, so with our countrymen of Ontario. We are confident that the great body of the people have learned to value that long-tried Education System which secures to all the inestimable blessing of knowledge, which opens a graduated scale of promotion to the poorest child, from the Public School to the University, which protects the selfish monied interests who rail against it from their own worst enemies, pauperism and crime.

Our system is no new notion invented by the present Education Department. It is the work of years, of men well versed in the requirements of our people, and the conditions under which schools can be carried on, and teachers trained. It is not now for the first time on its trial. A responsible Minister is at its head, who can be called to account for any alleged mis carriage in details, at the proper place and time, and by those to whom the people has delegated the right of so doing. Least of all do we believe that any appreciable fraction of the public will be influenced against our High Schools by penny-wise and pound-foolish economists, or against our Education Department and the Central Committee by a few noisy sore-heads, who fancy their own superabundant merits slighted, or even by one respectable journal, which makes the mistake of trying to get political capital out of questions with which political animus ought to have nothing to do.

#### THE SMALLER VS. THE LARGER HIGH SCHOOLS.

We would regret exceedingly if the partial statistics published in the last number of the JOURNAL with regard to the numbers passed by the Collegiate Institutes and High Schools, should mislead any intending to be students. As we stated at the time, several things must be taken into consideration before a fair comparison can be made regarding the real character of the work done in these schools. It should be known, 1st, whether all who wrote were actually pupils, or whether they merely came in for examination; 2nd, how long the students had been in attendance at the schools, in order to decide whether the school which *passes* a candidate deserves the credit for *training him*; 3rd, the number of candidates who wrote at each school should be compared with the number who passed. If these tests were applied, it would be found that in some of the Institutes the teaching done must be really vastly inferior to that done in many of the smaller and less pretentious High Schools.

The Hamilton Collegiate Institute furnishes a good illustration of this fact. The whole public school system of that city has been made subservient to the Collegiate Institute. After the death of the late estimable Inspector, Mr. Macallum, the Head Master of the Institute, secured control of the public schools also, so that the people of Hamilton may now be said to have no public schools at all. They have a Collegiate Institute with several preparatory forms in different parts of the city, whose function is to keep up the supply at head-quarters. How the intelligent citizens of the "Ambitious City" have so long mistaken advertising, for advancement; boasting, for progress; and mere coaching for examina-

tions, for philosophical teaching, is a mystery. We recommend them to direct their attention to the careful consideration of the working and results of their peculiar school system. They should certainly have little difficulty in arriving at a just conclusion. No other city in Ontario can test its school system so easily.

In other places the school has varied aims, and performs numerous functions; in Hamilton there is but one goal for the teachers to reach. From the primary classes upward, all forces are used in constructing one narrow staircase, up which as many pupils as possible must be driven to reach the "Intermediate" chamber at the top. And what is the result? Surely with such a concentration of effort, and with the advantage of having a goodly number of the brightest students from outside, large numbers must reach the upper chamber. Can it be that the total outcome of a year's work—and the Hamilton teachers work hard—is the passing of the Intermediate Examination by three dozen students, only a part of whom belong to Hamilton itself?

We mention these matters in order to put young teachers, and others who intend to go from home to study, on their guard. The highest interests of education will not be served by building up a few large and showy institutions at the expense of the High Schools generally. One of the best features of the system is, that it diffuses the advantages of a higher education, and enables the children of rich and poor alike to obtain the best possible training at home. Those students who are caught by the deceptive logic of the number passed, and who rush to one or other of the schools of "unequaled attractions," forget that they are helping to magnify these institutions at the expense of the smaller and probably better schools in their own vicinity. They forget, also, that where there is the largest number of *passes* there is also the greatest number of *failures*. At the last examination in Hamilton 87 passed, but about twice that number *failed*. We have no doubt but that among the latter number are some who would have passed if they had gone to the humbler high school at home, where the numbers in attendance would not be so great as to prevent their receiving that amount of individual attention so necessary to their progress.

We hope to see the gulf between the High Schools and Collegiate Institutes narrowed, and the influence of the JOURNAL will be cheerfully given to secure this result.

#### EDUCATIONAL VANDALS.

The *New England Journal of Education* describes the men who oppose the free school system in the United States as follows:—"It is still true that men do not always die when the brains are out. There is still, even in New England, a pother against the free school system which has very little to do with reason, and less with knowledge. A considerable number of ecclesiastics, experts, scientific and otherwise, apostles of pessimistic social science, hard-headed millionaires and close-fisted grangers, zealous leaders of trade-unions, high-joint gentlemen and ladies in drawing-rooms, municipal economists, and