

from a share in the Legislative grant for those schools, can be based. In considering this point we shall have an opportunity, which we have anxiously desired, of inviting your attention to the whole subject of the education intended by the Legislature to be given in the Grammar Schools, as contrasted with that which actually is given in them. If it shall appear that the intentions of the Legislature have been frustrated, and the schools diverted from their proper object, we feel confident that the acknowledged ability and energy which have produced such beneficial results in the organization and improvement of our Common Schools will be exerted by you in bringing back the Grammar Schools to their true office, and elevating them to the high purpose for which they were designed. We conceive that these institutions, instead of being merely petty classical schools, and feeders of the Universities, were intended to be themselves local colleges, in which pupils whose circumstances prevented them from attending (if boys) the Universities, or (if girls) the expensive city boarding schools, might be instructed in the higher branches of useful learning, and qualified for any of the ordinary pursuits in which such learning is required.

The wording of the Statute appears to us to leave no doubt on this point. Though the section is so well known to you, we are obliged to quote it verbatim, for the purpose of remarking upon its purport:—

"**SECT. 12.**—In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics,—and also in the Latin and Greek languages, and mathematics, so far as to prepare students for University College or any College affiliated to the University of Toronto,—according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council."

Here are two distinct objects or offices prescribed for the Grammar Schools,—the first and principal, to give instruction in *all* the higher branches of a practical English and commercial education; the other and evidently secondary object, to teach so much Latin, Greek, and mathematics as may be necessary to prepare students for college. We are aware that some, reading the section perhaps hastily, (or perhaps with a determination to find in it what they desired) have apparently supposed that the clause "so far as to prepare students for University College," &c., applies to the whole preceding portion of the section.

If the entire construction of the sentence, especially in the introduction of the words "and also," be not decisive against this opinion (as we think it is), we may ask what College or University in Canada or any other country requires that persons applying for admission as students shall have received "instruction in all the higher branches of a practical English and commercial education, including natural philosophy and mechanics?"

We think it is impossible for any person with an unbiassed mind to read this section attentively without being satisfied that the purpose of the Legislature was what we have stated it to be, and that it carried into effect the results would have been most beneficial. But on examining the programme of studies and the regulations prescribed by the Council of Public Instruction, we find that if the purport of the Statute was what we have supposed, it has been in a large measure disregarded, and the whole office and plan of these schools have been perverted, or perhaps we should rather say reversed. It has apparently been assumed that the chief duty of the schools is to teach Latin, Greek and mathematics, and to prepare pupils for the Universities. In the first place we find the rule laid down that no Grammar School shall be allowed to receive a share of the Legislative Grant unless it has an average attendance of at least ten pupils studying Latin,—a rule which, as we shall hereafter take occasion to show, is directly opposed to another provision of the Grammar School Act, and is consequently illegal. Next, turning to the Programme, we find the first column occupied by Latin, and no less than five classes prescribed, whose studies, commencing with the Grammar, are to go on through Arnold's First and Second Books, Cæsar, Virgil, Livy, Cicero, Ovid and Horace, with "prose composition," and "prosody" interspersed. The whole course is laid down with special and careful minuteness. In Greek and Algebra, to each of which four classes are assigned, it is much the same. But when we come to the studies which the Legislature placed first in order, (and which are placed last in the Programme) the aspect of things undergoes a complete change. The study of Mechanics, which is specially enjoined in the Statute, is not found at all in the Programme. It is perhaps supposed to be included in "Natural Philosophy," which is to be learned by only one class, and that the fourth or oldest