

remarked, almost all the several education, at study, was in England and newer admitted (as we some terms as same studies. ever, to any uttee, is that all, not from itited States; of the latter educated to- mon Schools. of which we or of exclud- or from the e mention- last. These observe, are uly as those u you by "the me schools." hesitation in as illogical ve," it ap- of this belief e Grammar ity Colleges, that no part inar Schools, y endowment, the education is hardly in- against a mere fied with re- and Masters of ve heretofore the opposite add that your has done the ent necessary f and conclu- mmar School otting with the moment's ex- e wholly dis- and to resemble the Legislative Like the lat- ) it is placed partment, and ools according each; and (as the Municipal to supplement he proceeds of

local taxation. What is decisive on this point is the fact that the law provides for the union of Grammar and Common Schools, in which case the former are sustained by a direct school tax levied upon all classes in the municipality or district in which the united school is situated.

You further mention that the Trustees and Masters of the schools which admit only boys complain that "other schools are paid for admitting girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment to the schools, without any intention of studying Italian, French, Spanish or Portuguese, to which the study of Latin is an appropriate introduction, and most of whom do not go beyond the first or second declension." This argument shows in those who urge it a singular ignorance of all the facts of the case. We may remind them, through you, that in the Regulations prescribed by the Council of Public Instruction, the special reason given for the admission of girls to the schools is "to afford every possible facility for learning French." We believe that, in point of fact, almost every girl in the Grammar Schools studies this language. The fact that the study of Latin is useful as an introduction to the study of French affords an excellent reason why the acquisition of the former language by girls should be encouraged. Whenever the other languages of Latin origin, which you mention, are taught in our schools, it must be chiefly for the sake of their literature; and there seems to be as much reason for the study of them by girls on this account as by boys, unless we are to adopt the principle that the literary education of women should be inferior to that of men. The facts that, as we have already stated, many of the female pupils in Grammar Schools are preparing to become teachers, and that to a teacher of English some knowledge of Latin is highly desirable, afford another reason why an opportunity for acquiring this language should be allowed to girls. The statement that most of the girls do not go beyond the first or second declension is certainly not correct as regards our own school; and we presume that, as regards the schools in general, it will only apply to those girls (as well as boys)—no doubt always a considerable number—who remain in the school too short a time for going through the whole course of study, which would properly occupy several years.

Another argument which has been press-

ed upon you is of such a nature as hardly to admit of a serious reply. "It is also urged," you inform us, "that if the Grammar School Fund be apportioned according to the average attendance of boys only, then all Grammar Schools will be treated alike." To illustrate this by an example, the town of A— has a Grammar School with fifty pupils, all boys; the town of B— has a school of the same number, of whom one half are girls. The expenses of the two schools for salary of Master, library, apparatus, rent, fuel, &c., are precisely the same. The Trustees and Master of the A— school say to the Chief Superintendent of Education—"We admit that in B— they teach as many pupils as we do, and teach them as well,—and their expenses and needs are as great as ours. But then we exclude girls from the benefit of a Grammar School education. This meritorious act deserves some acknowledgment from you. Give our school just twice as much of the public money as you give the school in B— for the same amount of public service, and we shall be satisfied, and strict justice will be done to all."

We come now to what we believe to be the only really important argument, and the one which, we have reason to think, has finally decided the case against the admission of girls, not only with your Department, but with the law officer whose opinion you have received. You state that "it is also urged that the English branches of education are less efficiently taught in the Grammar Schools than in the Common Schools." In other words, that the Grammar Schools are intended chiefly for classical instruction. The law officer, in expressing his opinion that "the Grammar School Fund was intended for the classical, mathematical, and higher English education of boys," shows, by the order in which he places the different branches, that he regarded the classical as the most important department of Grammar School education. Now if it shall appear, by a reference to the express provisions of the Statute itself, that, according to the intention of the Legislature, the primary object of the Grammar Schools is, or should be, to give instruction in the higher branches of English education, and that the teaching of the classics and of the abstract mathematics was designed to be a wholly secondary and subordinate object, the ground of this argument will entirely disappear, and no reason whatever will remain on which the exclusion of girls from Grammar Schools, or