

*Grammar Schools.* The point of separation between Grammar School education and Collegiate education determines the character of both. If the Collegiate education commences at a low standard, its character, at the end of the four years, will be correspondingly low. If it commences at a high standard, its character at the end of four years will be proportionally high. If, on the other hand, the termination of Grammar School education be low, the character and importance of the School must sink accordingly. But if the termination of Grammar School education be high, the character and importance of the Grammar School will be proportionably elevated. The standard of admission to the University therefore, advocated by Mr. Langton and Dr. Wilson, involves not only the character of the University education, as I have shown in this discussion, but also the character and interests of the Grammar Schools; and in advocating a high standard of admission to the University, I am at the same time advocating what is most important to the just rights and best interests of the Grammar Schools. One reason assigned by the Queen's Irish University Commissioners for establishing and maintaining a high standard of admission to the Queen's College in Ireland, is its "influence upon the general standard of Grammar School education throughout the country." And ARCHBISHOP WHATELY, in recommending to the Oxford University Commissioners a high preliminary examination before admission to the University, urged it not only as the best means of improving University education (as I have quoted above) and preparing the way for the extension of University studies, but also pressed it upon the ground of its salutary influence upon Grammar Schools, even in England. He says—"The introduction of a preliminary Examination would be an *inestimable stimulus to Schools*. They would then become more what schools ought to be, and the University would, instead of being a School (and a very poor one), become a real University." If such a remark would apply to England, where both the Grammar Schools and the Universities are so much above ours, with how much more force may it apply to Canada? How cruel, then, is the blow that Mr. Langton and Dr. Wilson have inflicted upon the Grammar School education of the country by depressing it to the extent of the best year of its work, while they have equally depressed the character and efficiency of University College, converting it into a Grammar School, and as Archbishop Whately says, "a very poor one," to do that year's Grammar School work, and consequently do one year less of its own proper work!

For more than forty years the Grammar Schools were the highest educational institutions of our country; and during that time, they produced a class of men that have as yet never had their equals in this country, whether (not to speak of the pulpit) at the Bar, in the Legislature, or on the Bench, besides many others. Charles and Jones Jones, John S. Cartwright, Robert Baldwin, Marshall S. Bidwell, Christopher Hagerman, Sir James Macaulay, Sir John Robinson, have as yet had no equal in their day (whether among University graduates from abroad or at home); and it remains to be seen whether they will have any equals