

Drawing from Copy.

Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

Second Year.

Algebra continued.

Euclid, Book VI.

Elements of Chemistry and Natural Philosophy.

*Nature and use of Logarithms.

*Plane Trigonometry, as far as the solution of Plane Triangles.

French Grammar and Exercises, continued.

Voltaire's *Histoire de Charles XII.*, Book III.

Cornille's *Horace*, Act IV.

Geography reviewed, and Map Drawing on the Black-board.

History of Canada, and of other British North American Provinces.

English Composition.

Christian Morals, and Elements of Civil Government

From the above it will be noticed that there are two programmes, one for pupils taking the classical course, the other for pupils intending to become surveyors or civil engineers; and that the last mentioned take English and French—not Greek or Latin. There is still another class for which there is no programme given, viz., those who do not take the classical course, and do not wish to become either surveyors or civil engineers, but who desire to obtain the higher branches of an English education. What they are to do, the Council has not yet said. On comparing the entrance examinations for the two courses, it will be observed that the one for the surveyors, &c., is considerably higher than that for the classics: I say nothing as to the former being too high or the latter too low, or both; but why the difference? and that difference against him who intends to become a surveyor or civil engineer.

Again, as to the studies while the pupil attends the school; in the classical course, the studies are pretty fairly graduated, rising gradually from class to class, with the single exception of classics; the standard being placed rather too high in these for the different classes, excepting the first. But for the surveyor or civil engineer, look at the subjects put down for the first year. Just fancy a pupil—say of 14 years of age—coming to a grammar school, intending to become a surveyor: he is shown by the master what is expected of him during the first year, in mathematics, for instance; that he is to know of Euclid Books I. II. III. IV. and definitions of V. You will be surprised when I tell you that the University of Toronto asks only the same of its first year men, together with a few propositions out of 6th Book. Surely the Council of Public Instruc-

tion entertains a very high opinion of the mathematical power of those young men who desire to become surveyors or civil engineers. This is a decided discouragement to enter on this course of study. Still further, in the Grammar School Improvement Act it is enacted, that, unless a grammar school has at least an average of ten pupils studying Greek or Latin, excepting times of sickness, such a school is not entitled to share in the Grammar School Fund. Why take the Greek or Latin alone? unless to over estimate their value as means of education; and by consequence to depreciate the other branches which are at least of equal value educationally, and, in the estimation of many, of more practical importance. It is from such indications as these that a person is able to gather what the intention of the Council of Public Instruction is, in regard to the Grammar Schools, viz: to make them classical schools merely; there by falling into the very error so much deplored at the present time in England, and in regard to which Mr. Lowe, M.P. spoke so strongly lately in Edinburgh.

Let us take the results of the two years 1865 and 1866, and see how many pupils went from all these schools to colleges and professions, as far as reported. There were 5,754 pupils attending the Grammar Schools for the year 1865. Of this number 87 entered some University or College, or passed the Law Society, i. e., not 2 for every 100 who attended these schools; in 1866, 5,179 pupils attended, and 83 entered some University or College, or passed the Law Society; the same as in the previous year, less than 2 for every 100. I may be told that many of those pupils were girls, and as they do not enter Universities or Colleges or become members of the Law Society, therefore my result is not correct. Granted: let us, then, take it in another way. I have collected statistics from one of the oldest Grammar Schools in the Province of Ontario, for the last ten years, and where no girls are admitted. Surely this will meet the case. What is the result? This: that of five hundred boys who have passed through this school for the time mentioned, only ten for every hundred entered either the Ministry, Law, Medicine, or some one of the Universities.

Reflect for a little what these statements involve, even in the most favourable case. Is it not out of the question that the interests of 90 boys are to be sacrificed to the interests of ten, even if it is for boys who take Greek and Latin? This young and rising Province is worse off in this respect than England, where many have much wealth and leisure to devote to the acquirement of such branches of learning as the Greek and Latin

* These subjects to be optional in the case of boys not preparing for Surveying, or for matriculation in the University in Civil Engineering.