

to a point where its advantages can be reaped. I do not believe that three out of a hundred will. As a class they have dipped the soles of their feet in the water, with no intention or likelihood of wading deeper. They are not studying Latin with any definite object. They have taken it up under pressure, at the solicitation of the teachers or trustees, to enable the schools to maintain the requisite average attendance of ten classical pupils, or to increase that part of the income of the schools which is derived from public sources. In a short time they will leave school to enter on the practical work of life, without having either desired or obtained more than the merest smattering of Latin, and their places will be taken by another band of girls who will go through the same routine. It may, perhaps, be urged that these remarks are as applicable to a large number of Grammar School boys as they are to the girls. I admit that they are; and I draw the conclusion that such boys, equally with the girls in the Grammar Schools, are wasting their time, in keeping up the appearance of learning Latin. It would be unspeakably better to commit them to first class Common School teachers, under whose guidance they might have their reflective and æsthetic faculties cultivated through the study of English and of those branches which are associated with English in good Common Schools. This would, of course, diminish the number of the Grammar Schools in the Province; but that might not be a very grievous calamity—especially if it led to the establishment of first-class Common Schools in localities where inferior teachers are now employed.

#### THE EDUCATION OF GROWN UP BOYS AND GROWN UP GIRLS TOGETHER.

As far as I can see, no evil arises from having little girls and little boys taught in school together. But in many of our Canadian Grammar Schools, girls of 15, 16, or 17 years of age, are associated with boys of the same ages. This feature in the Grammar School System has been often and strongly objected to—apart altogether from the question, whether the studies most proper for grown up girls are the same as those which are most proper for grown up boys—on the ground of its moral tendency. I think it right to state the impressions in regard to this subject, which have been left on my mind by what I have had an opportunity of observing.

In schools conducted by teachers possessing weight of character, I have no reason to believe that the general moral tone of the pupils is injuriously affected by boys and girls being taught together. Perhaps, on the contrary, the result is beneficial. Schools of the kind described, partake somewhat of the character of families, or of well regulated social circles within which the free intercourse of young persons of different sexes with one another is universally admitted to be salutary.

But out of a hundred Grammar School teachers, there will necessarily be a few who do not possess weight of character; and, under their rule, there is a danger of grown up girls suffering, as respects the formation of their moral character, from attending school along with grown up boys. In the rough sports of boys, even where not the slightest impropriety is intended, girls are liable to be subjected to a familiarity of treatment, which is apt insensibly to blunt their instinctive feelings of delicate reserve. I remember one instance, in which, on entering the school unexpectedly, during the interval of recess, when the teacher was not present, I saw some big boys chasing, and even dragging big girls about the room, in simple innocent amusement, no doubt, but still in a manner which, probably, the parents of the girls would not have been delighted to behold. A far more serious thing is, that under teachers who are without due weight of character, girls who may have enjoyed no domestic advantages, and who do not understand the beauty of a "meek and quiet spirit," are in danger of being drawn, by the feeling that they are playing their part in the presence of boys, into an unfeminine rudeness of behaviour towards their teacher. To the credit of our schools I will say, that I found this evil manifesting itself in an extreme degree in only a single instance, but shades of it appeared elsewhere. In the instance to which I refer, a class of girls, about 14 or 15 years of age, when questioned by their teacher, answered him with an undisguised carelessness, amounting to contempt. They were ignorant of their lessons, but seemed to assume that as they were young ladies he had no right to presume to be displeased with them; they were pert and bold. It may perhaps be said that this offensive vulgarity had no connection with the presence of boys in the school, but was a result simply of the incompetency of the master, and of the absence of proper domestic training; but I am of a different opinion. A girl who is destitute of refinement of nature, more readily becomes insolent or sullen at having her self-love wounded in the presence of boys, than she would if surrounded merely by companions of her own sex. And, at any rate, the important practical point remains, that when a girl does so far forget herself as to be disrespectful to a teacher, this is a vastly greater evil in its permanent effects on her own character, when the fault is committed before boys, than it would be under other circumstances.—*Chief Superintendent's Report for 1865, pp. 73, 75, Appendix.*

#### 4. CIRCULAR TO CHAIRMEN OF BOARDS OF GRAMMAR SCHOOLS.

SIR.—The 6th section of the Grammar School Improvement Act of 1865, enacts, that—

"6. No Grammar School shall be entitled to a share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose as the said fund."

In a Circular addressed by the Chief Superintendent of Education to the Boards of Grammar School Trustees, in December, 1865, the following paragraph occurs:—

"Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate, as far as possible, the labours of the trustees, I will make and pay the next year's apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; *but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the school fund, until the deficiency is made up.*"

The confident expectation thus expressed was fulfilled by the great majority of the Grammar School and Municipal authorities during 1866; the apportionment for 1867 will therefore be paid to all the schools duly conducted, that have raised the necessary local aid during 1866, in the hope that the same effort to meet the requirements of the law will be made this year. In the few cases in which the local aid was not raised in 1866, the intimation conveyed in the latter part of the above quoted paragraph must be carried out.

It may be well here to repeat the following Regulation, adopted by the Council of Public Instruction, and approved by His Excellency the Governor General:—

"2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of studies prescribed in the Programme, be admitted or continued in any Grammar School."

In order that ample time may be afforded for a compliance with the law, as above quoted and explained, and that the trustees and municipal authorities should be informed, at the earliest possible period, of the *minimum* amount to be raised within the year for the purpose in question, it has again been determined to make the apportionment for the current year on the basis of the work done by the Grammar Schools during the past year.

The following is the section of the Grammar School Improvement Act, which regulates the apportionment:—

"7. The apportionment payable half yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools; such attendance shall be certified by the head master and trustees, and verified by the Inspector of grammar schools."

As the trustees have already been reminded, under the provisions of the new Act there is no apportionment to counties according to population, nor any distinction between senior and junior Grammar Schools. They were also informed in the circular of May, 1866, that in bringing this new principle of distribution into practice for the first time, the law required large reductions in the grants to some of the schools (especially the former "senior" schools), as compared with those of the preceding year or two; but that where that was the case, the operation of this enactment was rendered as favourable as possible to the schools and individuals concerned, for that year.

For the current year, however, the relative attendance, as shown by the returns of 1866 (which have been duly examined