

schools having but one teacher, to carry out the secondary or "collegiate" portion of the proposed course efficiently, without interfering too much with the general and more important studies of the school. This difficulty may, however, we think, be readily obviated in practice. By the regulations, the time of daily instruction in the schools is not to exceed six hours; but the Board of Trustees of any Grammar School may determine at their option upon any less number of hours of daily instruction. If the time of daily instruction were limited, for the general or non-collegiate studies (if we may so term them,) to five hours, and the pupils pursuing only those studies were then dismissed, the remaining hour might be devoted to hearing those students who were preparing for college recite in their special branches of study. As their number would be small, seldom probably exceeding five in a school of fifty pupils, this daily hour would, we believe, be found an ample allowance. And we also venture to think that the reduction of school hours from six to five, for the great majority of pupils, would be no disadvantage to them. The tendency of opinion at the present day in favor of lessening the time devoted to daily study in school is in accordance with our own experience on the subject, so far as it has gone.

We further propose that the right of girls to participate in the education afforded by Grammar Schools, on the same terms as boys, shall be as distinctly affirmed and established as it is in the case of Common Schools, and that proper regulations on this subject shall be framed and enforced by the Council of Public Instruction. The pupils of the different sexes will, of course, have seats apart. The times of recess, and the periods of dismissal for them, should be different. Wherever practicable, there should be distinct entrances to the school-room and different playgrounds. Other suitable arrangements will at once occur to every Board of Trustees, all usually fathers of families. When the number of pupils is sufficiently large to warrant it, a female assistant teacher for the girls should be engaged. With such arrangements as these, and with the ordinary superintendence which every Grammar School Master will assuredly exercise, we are of opinion, not only that no ill results will follow in Grammar Schools (any more than in Common Schools) from teaching the two sexes together, but that much bene-

fit will result from their mutual influence, as the examples already adduced will show, and, we may add, as we see in the family circle, in the church, and in society. There will, as the Rev. Mr. Thornton has forcibly pointed out, be more application and a better demeanor on both sides from the natural and proper desire of each sex to excel and to appear to good advantage in the presence of the other. One great fault, we may observe, which marks the existing Regulations, is that, as girls are treated by them as only admitted to these schools on sufferance, no special provision is made on the points to which we have now referred, while others of less consequence receive particular attention.

We have now to recur to a question of much importance, already briefly noticed, and to show that the regulation requiring at least ten pupils studying Latin in each Grammar School is contrary to the Statute. And here we must advert to a serious defect in the otherwise useful "Grammar School Manual" published by your Department. It professes to contain the "Consolidated Acts relating to Grammar Schools." These two Acts, however, have never been consolidated by the Legislature itself, as might be supposed from this phrase; and on examining them, we find that the consolidation has been effected apparently by the esteemed compiler of the Manual, and after a manner not altogether satisfactory, however well intended. If he had simply printed both the Acts in full, with foot-notes pointing out any alterations made in the earlier Statute by the later Act, the readers of the Manual would have had the whole Grammar School Law before them. He has chosen, however, (undoubtedly with the laudable object of making the law more easily intelligible) to omit all those portions of the original Statute which in his opinion have been repealed, and to insert words and phrases to indicate what he believes to have been the intention of the law-makers. In this way it happens that we have before us in the Manual not the precise law itself, but in many cases merely the worthy compiler's opinion of what the law is, or was intended to be. We have now to point out one grave error which has resulted apparently from this method of dealing with the Statutes. In the original Act, Sections 5 and 6 prescribed the mode in which the Legislative Grant was to be apportioned, viz., according to the population of the several counties, but with a special allow-

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