

Schools have been united; in some the connection is merely nominal, but in others it has been carried out to an injurious extent. The amount of money expended on these schools during 1855 was, for salaries of masters £11,563; for other school purposes £3293; making a total of £15,486. The salaries of masters range from £100 to £300, the average being £175. The sources of revenue are:

Grammar School fund.....	£6549
Fees.....	£5122
Municipal aid	£1630
Other local sources	£1625

The fees range from 17s 6d. per quarter to 50 shillings.

The teachers are in general well qualified for their position. By far the greater number are graduates of some College, and those who are not, pass an examination by a competent Board. They are generally men of moral and Christian character, and in the greater number of the schools religious exercises are attended to.

The design of the Grammar School is principally to provide a place of instruction between the Common School and the University; and the schools have in a good measure served that purpose. Almost every College has received some pupils trained in these schools, and many of them have acquitted themselves honourably in their examination for entrance. We are much mistaken, however, if this ought to be the principal object aimed at in the Grammar schools. In the present state of the country, a very small proportion of the community will ever seek to enter a College; and while efficient Latin schools might be established here and there for the accommodation of those who thus intend, we are inclined to think that a different kind of school would in general be more useful. We want schools in which young persons, *male and female*, not under twelve years of age, and who have benefitted by our common schools, may be trained for the duties and business of life. A thorough English education, with a general knowledge of science, history, &c., is of more importance to Canadians generally than Latin or Greek. To accomplish this, we would need one or more schools of the sort in every township; and that the benefits might be shared by the community generally, the fees would, as in common schools, need to be made very low, or wholly remitted, and the schools supported by local taxation. A diligent enquiry into the valuable tables accompanying the Chief Superintendent's report, will convince any one, that this is the use generally made of the Grammar schools even now.

Many things have hitherto prevented the successful operation of Grammar schools. The principal difficulty seems to be the want of power in the trustees to raise the money necessary for these schools. The trustees are generally men of intelligence and public spirit, and in some cases they are enlightened educationists; but their hands are tied, and however willing, they have no power to take those steps which might make the schools effective. To this cause must be attributed the very unsatisfactory state of the school-houses. Many of these are rented buildings, wholly unfit for the purpose; others are kept in a careless manner, and very few can be pointed out as ornaments to the places where they are situated. To the same cause we incline to attribute the sad want of apparatus, maps, &c., which prevails in all the schools. Indeed, until sufficient power be given to some party to carry on the schools by authority, little improvement will be accomplished.

The plan of uniting the Common and Grammar schools is also fraught with evil. No doubt, the measures lately taken to ensure a fair state of attainments in pupils before entrance, and the appointment of a fixed course of study, together with a systematic arrangement of the classes, will have a good effect,