

establishment of these high schools, the Trustees will not avail themselves of the privilege, and hence we are compelled to make use of the grammar schools." But the whole school system is founded upon the voluntary character of the local exertion it evokes, and if there is not enough educational zeal and enterprise in any locality to avail itself of the means of improvement the law provides, that locality should suffer the loss, but certainly this negligence can give no claim upon the Grammar School Fund.

The returns for the years 1865 and 1866, together with detailed reports of the Inspector, incontestably prove that since the publication of the revised programme, and the intimation that the grant would be based upon average attendance in those studies, a practice has sprung up in many schools, the result of which would be, if the apparent intention of the local authorities were accomplished, to completely defeat the object of the Council of Public Instruction in endeavouring to raise the character of the Grammar Schools, and also in granting a special permission for girls to attend for French, &c.* The plan seems to be to induce the parents of girls to permit them to be instructed in the elements of Latin, for the sake, not of giving them a higher education, but that they may be enrolled as grammar school pupils, and thus entitle the school to an increased grant from the Grammar School Fund.

If this were done only to a limited extent, it might pass without notice, but it is clear that it would be a palpable injustice to those trustees and masters who have not adopted this plan, if the attendance of all such pupils were suffered to be reckoned in full as grammar school pupils, while in fact they are, in the vast majority of cases, such only in name. In one school with an average attendance of one boy, there is an average of ten girls in classics; in another, 9 boys and 21 girls; another, 8 boys and 11 girls; another, 8 boys and 10 girls; another, 13 boys and 17 girls; another 26 boys and 28 girls; another, 19 boys and 36 girls; another, 23 boys and 37 girls; another, 7 boys and 9 girls; and so on. But as the expectation has been raised that the girls thus induced to take the classical course would be considered as grammar school pupils, and particularly as some of those schools are very meritorious, the apportionment has not been made for this year on the basis of the boys' attendance only, but fifty per cent. of the average attendance of girls has also been reckoned, provided they were engaged in the grammar school programme of classical studies. If, however, there is no diminution of the injurious results exhibited by the returns, the apportionment must hereafter be based exclusively on the boys' attendance.

While it has been necessary to notice these circumstances, it is a more pleasant task to acknowledge that the progress of the grammar schools generally throughout the year has been highly satisfactory, and much willing effort has been put forth to improve the buildings, furniture, and condition of the schools, while there has been a marked increase of vigour in the teaching.

2. CHIEF SUPERINTENDENT'S REMARKS ON THE GRAMMAR SCHOOLS.

In the Appendix will be found the report of the Rev. G. P. Young, A.M., the Inspector of Grammar Schools. Mr. Young's Report furnishes a practical illustration of the great benefit of his inspection of the Grammar Schools, and of the salutary change and improvement which the amended Act in connection with such inspection is calculated to effect in the character and operations of the schools. It is to be hoped that this report will be carefully read by every Grammar and Common School Trustee and Teacher throughout Upper Canada. I think every one who reads it must be impressed with the following facts.

1. That the union of Common and Grammar Schools is, as a general rule, an evil to both. The provisions of the law permitting the union of Grammar Schools, arose from the absence of any other means to provide for the support of Grammar Schools. That reason no longer exists, at least to the extent that it has done in past years, as the Grammar School Amendment Act requires that a sum equal, at least, to half the Grammar School apportionment shall be provided from local sources, (besides proper school-house accommodations), for the salaries of teachers. Sufficient time has not yet elapsed to develop the results of these provisions of the law. But it is easy to see from the Inspector's report, that the efficiency of both the Grammar and Common School is greatly impaired by the

* 4. To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted will take French (and not Latin or Greek) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

union of the two. I hope the facts and remarks of this document will impress local Boards of Trustees, and Municipal Councils with the great advantage of having the Grammar and Common Schools under different masterships and otherwise separate—whether under the management of the same Board or not—each exclusively pursuing its respective and appropriate work.

2. Another fact which the Inspector's Report brings to light, is the defective manner in which the elementary grammar of our own English language is taught in the Common Schools of even some of our cities and towns. I trust that the statements thus made will draw attention to this branch of Common School instruction throughout the Province.

3. The perusal of the Report must also impress Trustees and parents with the unadvisableness—to say the least—of having large boys and girls massed together in the same day school, a subject which merits the most serious consideration of the parents concerned.

The evil of pressing girls to learn a little Latin, in order to make up the average number of ten Latin pupils in the school, is a temporary evil, and will soon cure itself. But the circumstances connected with this fact, as here stated by Mr. Young, show how largely the Grammar Schools have been perverted to Common School purposes, and what benefits will arise in the improved efficiency of both the Grammar and Common Schools from the entrance examination by the Inspector required for admission to the Grammar Schools, and the thorough manner in which this officer discharges the onerous duties imposed upon him.—*Annual Report for 1865, p. p. 25, 26.*

3. GIRLS IN THE GRAMMAR SCHOOLS.

(Extract from Report of Rev. Inspector Young, M.A., for 1865.)

THE STUDY OF LATIN BY GIRLS IN THE GRAMMAR SCHOOLS.

I have been frequently asked whether I considered it desirable that girls should study Latin in the Grammar Schools. It is, in my opinion, most undesirable; and I am at a loss to comprehend how any intelligent person, acquainted with the state of things in our Grammar Schools, can come to a different conclusion. Those who advocate the study of Latin by girls in the Grammar Schools, rest their case in the argument that, by the testimony of the most competent judges, nothing is so fitted to develop fully the minds of boys as classical study, and that the training which is best for developing the faculties of boys must be best for developing the faculties of girls. But this reasoning is plausible rather than solid. There is a very considerable diversity between the mind of a girl and that of a boy; and it would be rash to conclude that, as a matter of course, the appliances which are best adapted for bringing the faculties of reflection and taste to their highest perfection in the one must be the best also in the case of the other. I do not doubt the capacity of girls to learn Latin and Greek; nor do I doubt that, if they did learn these languages, the exercise would be beneficial. But I am not sure that, for the proper development of their minds, a different course of study might be preferable. The question, however, in this general form, is a difficult one; and for what I have in view at the present time it is not necessary that I should enter on the discussion of it. I look at the subject in the particular aspect in which it presents itself in our Canadian Grammar Schools. What we have to do with, practically, is the special enquiry: is the study of classics, as pursued by the girls attending our Grammar Schools, the best training which could be given them, in the time which they are able to devote to education? It seems to me that this question must be answered decidedly in the negative. The grand advantages of classical study are, first: the thorough insight which it affords into language generally and into the modes of our thinking, as exemplified in language; secondly, the special light which it sheds on the formation of the English and other modern languages; and thirdly, the cultivation of the taste. Now, as far as the last of these benefits is concerned, classical study, as pursued in our Grammar Schools, is of no advantage to girls whatever. Since I became Inspector, I have not met with half a dozen girls in the Grammar Schools of Canada—I cannot at present recall more than three—by whom the study of Latin has been pursued far enough for the taste to be in the least degree influenced by what has been read. Aesthetically, the benefits of Grammar Schools to girls are nil. With respect to the two other advantages of classical study which have been named, the same remark applies, to a very great extent. The mass of the girls learning Latin in the Grammar Schools have scarcely the beginning of a perception of the relation between the Latin language and their own mother tongue; and all the insight which they have obtained from their classical studies into the modes of our thinking, as exhibited in language, could have been equally well got from English. It may, perhaps, be said that though they have, for the most part, made but little progress in Latin up to the present time, a fair proportion of them may be expected to pursue the study