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and a single drama of Cornelle. It is rightly supposed that a scholar who has advanced thus far will be able to go on in the study without further instruction. Can any reason be given why a pupil not designed for the University should be required, in the study of Latin, besides the Grammar and Arnold's 1st and 2nd books, to be familiar with works of no less than five authors, including some compositions which require for their appreciation the most profound scholarship and the most cultivated taste,—and this besides "prose composition, and prosody"? In French only three classes are required; in Latin five. It is clear that if the time given to French is sufficient, that which is devoted to Latin is, as regards the same objects and the same class of pupils, far beyond what is necessary and useful.

It may be expected that we should state more precisely the nature of the changes in the existing system which we consider desirable. In the first place, we would suggest that while provision should be made for teaching Greek and Latin as thoroughly as at present to those who may desire that instruction, the study of these languages should be entirely optional. Of course, the regulation requiring an average attendance in each school of ten pupils (or any other number) learning Latin, should be rescinded. The desire, which the recent regulations appear to manifest, to reduce the number of Grammar Schools, and to prevent the formation of new schools, is to us inexplicable. So long as the Legislative Grant is distributed in exact proportion to the number of pupils in each school, it cannot matter whether the schools are large or small, so far as concerns merely the financial part of the question. As regards the interests of education we may observe that the great majority of the schools have now, and in any case are likely to have hereafter, only one teacher. We know of no reason for thinking that a teacher will instruct a large number of pupils better than a small number. The reverse, indeed, would seem the more probable supposition. In the old country it is well known that the best education is often given by teachers (frequently country clergymen), who receive into their families a few pupils for private tuition; while on the other hand, the education given in the large public schools has sometimes been deplorably bad. We do not mean to affirm, of course, that these are natural results, but merely that

the size of the school does not necessarily or ordinarily affect the quality of the instruction imparted in it. The Grammar Schools are now mainly supported by local contributions; and it may safely be left to the municipal councils and the public of any locality to decide whether the school in that place is of sufficient value to be worth maintaining.

In this country, as population extends, towns and villages, by a natural law, spring up at intervals of from ten to twenty miles, and at points accessible and convenient for the people of the neighborhood. If in each of these towns and villages, thus forming the centre of business to a rural population within a radius of from five to ten miles, a Grammar School were established, the means of higher education would be brought home to almost every family in the Province. In most cases a student would be able, while attending the school, to live at home. In the few cases where the distance would be too great, the pupils could return home on Friday evening, to spend Saturday and Sunday with their parents. We need not point out the inestimable benefits of such an arrangement.

In all new places a Grammar School must necessarily commence on a small scale, like every other undertaking,—growing gradually as its advantages are known, and as population increases. To discourage small schools is simply to discourage new schools; and to discourage new schools is to discourage the extension of higher education among the great body of the people.

As regards the programme of studies, we only ask that the directions of the Statute shall be strictly followed,—that the general course shall comprise (to cite again the clause already quoted) "instruction in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics;" and that for those pupils who are to be prepared for college (and any others who may desire to join them) there shall be a special addition to this course, comprising the "Latin and Greek languages and mathematics," so far as may be required for this purpose. We would add that the standard of scholarship now required for admission to the schools should certainly not be lowered, and that the system of examinations, inspection, and periodical returns should be maintained as thoroughly as at present. An objection may be made that it will be difficult, in