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I. GRAMMAR SCHOOL ATTENDANCE AND APPORTIONMENT.

The circular to Boards of Grammar School Trustees, published in this number of the *Journal*, advising them of the apportionment for the current year, makes special mention of the attendance of girls at the Grammar Schools.

The progress of the country, and the facilities available in Canada for attaining all the advantages of a University Education, necessitate a corresponding advance in the elementary and classical schools. Our present remarks will, however, chiefly refer to the last mentioned institutions—the Grammar Schools.

It is the received opinion of all educationists—with very few exceptions—that however expedient it may be that children of both sexes should be associated together, while very young, in the study of the mere elementary branches, it is better, on various grounds, that their more advanced education should be conducted separately. The plan on which all private educational efforts for the higher branches are conducted, shows this to be the feeling of the community, and the experience of competent judges cannot, in this matter, be ignored. Nor should the public schools, which have been endowed by the forethought and patriotism of former sovereigns and statesmen, be allowed to suffer in consequence of neglect in adopting sound principles in their management.

We give in another column extracts from the last Report of the Chief Superintendent of Education, including remarks of the Grammar School Inspector for 1865, bearing on this subject, and of which the Chief Superintendent stated in his report, that it

“merits the most serious consideration” of all parties concerned. The Council of Public Instruction, in framing a Programme of studies for the Grammar Schools, have acted upon the principle that these were *boys' schools*, founded for the purpose (as stated in the Statute) of giving “instruction in all the higher branches of a practical English and Commercial Education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto.” But the courses of study adopted, one for classical, and the other for high English and Mathematical studies, in order that they might be the best fitted for maturing the intellect of boys, and preparing them to enter the Universities or professional life, are, for that very reason, not at all adapted for girls. And according to the best opinions any course of studies which would attempt to be equally excellent for the higher education of both boys and girls, would be simply worthless for either. This opinion is firmly held, and was recently strongly expressed by distinguished American educationists at a late re-opening of the excellent Rutgers' Female College in New York. It therefore becomes advisable to discourage the present unusual attendance of girls at the grammar schools.

But it is often urged that “if our girls do not go to the grammar school there is no other provision made for their receiving an advanced education in our public schools. This is a mistake. The Consolidated Common School Act, section 79, sub-section 8, authorizes the Common School Trustees of every city, town and incorporated village “to determine (a) the number, sites, *kind and description* of schools to be established and maintained in the city, town or village [whether they be high schools for boys or girls, or infant schools, etc.]; also (b) the teacher or teachers to be employed; the terms of employing them; the amount of their remuneration, and *the duties which they are to perform.*” There is thus every legal facility for the establishment of high schools for girls throughout the country, and it is in such institutions that those pupils ought to find the means of prosecuting the advanced studies which they now seek in the grammar schools, and which if they find there, it is at the expense of not employing their time to the best advantage, and of studying some subjects which are of very little use to them. A more serious evil is that the difficulty of organizing such mixed schools is very great, and further, that their effect on the character of the pupils is generally injurious. The objection may, however, be made that “although the laws provide for the es-