

short time in the Grammar School, their Latinity was, as might be expected, of a very infantile description. But it is really a serious question: what proportion of a mixed multitude, gathered into a Grammar School in the manner described, will ever become classical scholars, in any proper sense of that expression? I do not profess to look with much horror on the operation performed by the Grammar School master at Lindsay, though certainly it is not one of which I approve. Even Grammar School masters are but men; and if you make it a person's interest, or the interest of the institution with which he is connected, to pursue a certain course, which may not be the best, and then ask me to sit on the jury that is to try him for taking that course, I say: Not guilty.

4. When Dr. Crowle, a more than usually accomplished teacher, to whose general merits I bear willing testimony, ascended the throne, as Grammar School master and Principal of the Union School at Bowmanville, the Grammar School was in a languishing state. Plato, in one of those occasional myths which contribute to the charm of his dialogues, tells us that Plenty was the son of Poverty and Planning. Poverty, once upon a time, went, cold, hungry, and in rags, to a feast of the Gods, to see what she could pick up. There, while lingering on the outside of the banqueting hall, she fell in with Planning, who made her his wife, and of their union Plenty was the fruit. Dr. Crowle, perhaps remembering Plato, and looking wistfully to the Grammar School Fund—that feast of the Gods, in the estimation of starveling Grammar Schools—appears to have followed out, though not in the same wholesale manner, something of the “plan” which I have mentioned as having been adopted in the Lindsay School. In October, 1864, the number of classical pupils on the roll, for the current term, was only 12. In June, 1865, after Dr. Crowle's appointment, it had risen to 29; and, when I visited the school in March, 1866, at which time the statute providing for the apportionment of the Grammar School Fund on the basis of attendance had come into operation, it had sprung up, by one great bound, to 60. Of those on the roll at the last-mentioned date, I was obliged to reject a considerable proportion as unqualified to pass the entrance examination; and the following quotation from my volume of Reports for 1866 will show the light in which the policy that had been pursued, appeared to me at the time:—“The number of classical pupils is very great. I told Dr. Crowle that I was strongly of opinion that a large number of those studying Latin, both boys and girls, ought not to have been put into Latin. I am convinced that the pecuniary interests of the school have been consulted at the expense of the real profit of the pupils.” If I am not mistaken, Dr. Crowle himself would now admit that the view taken in my Report was correct.

These may serve as illustrations of the manner in which, through the union of the Common and Grammar School Boards, pupils are unnaturally forced into the Grammar Schools and induced to learn Latin, without any consideration of their fitness for the study, or of the suitability of the study for them: a state of things under which it is inevitable that a large amount of the classical work held forth as going on in the Grammar Schools must be a miserable false show.

E.—*Apportionment of the Grammar School Fund.*

The evils which have manifested themselves in the Grammar Schools, while resulting in part from the statute authorizing the formation of United Common and Grammar School Boards, are due, also, in some measure, to the clause in the amended Act which determines the principle on which the Grammar School Fund is to be apportioned, and to the regulations of the Council of Public Instruction on the same subject.

1. The law provides, generally, that the Fund shall be apportioned on the basis of daily average attendance. In making up the daily average for the several schools, account has hitherto been taken, under a special regulation of the Council, of the attendance of girls studying Latin, but not of those studying French and the English branches merely. This has the twofold disadvantage of being inequitable, and of affording encouragement to a course of study which is not the most suitable for girls. In illustration of the manner in which the regulation works, let me compare the Oshawa and Whitby schools with that at Port Hope. In the Oshawa school, when I visited it on the 16th of May last, I found on the roll 78 classical pupils, of whom 38 were boys, and 40 girls. In Whitby, on the 15th of May, there were 80 classical pupils on the roll. I did not note down the number of girls among these; but the proportion of girls to boys was, at least, as great as in Oshawa.