

functions, which is readily admitted by every one; but the inferior condition of the seventy five schools as a whole, from the inadequacy of remuneration, is as universally acknowledged." In these words Mr. Langton clearly conveys the impression, that I represented only twelve Masters of Grammar Schools as competent to prepare pupils for the University according to the old standard of matriculation. Suppose this were so, are not twelve Grammar Schools ample feeders for one College? and is it not a wrong to those twelve Grammar Schools to take away from them their best year's work and their highest importance, and transfer that year's Grammar School work to the one College by the reduction of its curriculum and the corresponding diminution of its value and completeness? But Mr. Langton's words misrepresent my statement and the facts of the case. After having enumerated some twelve Masters by name, as Mr. Langton states, I proceeded as follows: "I might extend this enumeration a long while; for the Masters of no less than forty-two of the Grammar Schools are graduates of British and Canadian Colleges; and several of those who teach under Provincial certificates, are competent and able teachers. Sir, the plea of Mr. Langton and Dr. Wilson as to the incompetency of the Grammar Schools, is an unjust and groundless imputation upon the qualifications of the great majority of the Masters of Grammar Schools in Upper Canada: for however poor may be the accommodations of Grammar Schools in some places, and however inadequate the salaries paid, it is clear that the *Masters generally are competent to train our boys to any standard of matriculation a Provincial University might require.* The reason given for the reduction is a mere pretext, contradicted on the one hand by the consideration of the objects for which Upper Canada College was founded, and on the other by the competency of the Grammar Schools in various parts of the Province. It is for the want of those who wish to pursue a course of University study, that men have not come to enrol themselves on the University books; and perhaps another reason is, the unwillingness of some to go up to Toronto. Every effort has been made by offering prizes and scholarships, by abolishing fees, by the reduction of the standard, to increase the number of the students; and as if that were not enough, these gentlemen have attached to the University College a Tutor, whose special work it is to assist the maimed, the halt, and I had almost said the blind. Is it, I ask, for the interest of the several localities of the country, for the interest of the Grammar Schools themselves, or for that of University Education, to take off what Mr. Langton admits to be a year's work from the Grammar Schools, and tack it on to University College by the assistance of a Tutor, with the duty assigned to him of coaching those who come up from the country to enter the University even according to its present reduced standard?"

(*Mr. Langton and Dr. Wilson's backsliding policy of reduction, strongly condemned by the Queen's University Commissioners in Ireland, as most injurious to the interests of both Grammar School and University Education.*)

Such were my statements and arguments in regard to the competency of Grammar School Masters in contradiction to what Mr. Langton's words attribute to me; and such is my statement in regard to their general competency now, notwithstanding the pressing want of well qualified teachers