

sentence, the words against this may ask Canada or persons shall the higher and com- munal phil- any person this sec- sified that was what il carried have been the regulations Public In- of the posed, it regarded, of these or perhaps It has ap- chief duty Greek and tails for the e we find ar School are of the an average s studying hall here- directly op- Grammar y illegal. , we find in, and no- ed, whose Grammar, First and ry, Cicero, composit- e dispersed. own with ness. In which four the same. ties which order, (and programme) a complete, which ute, is not. It is per- "Natural learned by th or oldest

but one. The three junior classes are apparently deemed to be too much absorbed in Virgil, Lucian and simple equations to have time for such studies as the "Elements of Natural Philosophy and Geology," which sciences are actually coupled together in this manner in the Programme. Astronomy is omitted altogether. "Ancient History" appears, but not Modern History, except that of England and Canada. Only one class (the fourth) is allowed to learn Book-keeping. We remark that in the few branches of "practical and commercial education," to which room is thus scantily given, no text books are mentioned, no particular method prescribed, as with the more favoured studies. They are thrust carelessly into the bag-and (as we may justly term it) of the Programme, and different sciences like "Natural Philosophy and Geology," "Physiology and Chemistry," are combined in a manner which seems to indicate that the principal object in view was to have their names appear in the list of studies.

We beg to say that we do not now pretend to enter into the question which has been so much discussed, as to the relative advantages of classical studies and what are termed the practical branches. We respectfully but firmly urge that, as regards the Grammar Schools of this Province, the Legislature has decided the question, and that in some way its decision, which we believe to have been well-weighed and judicious, has been set aside and rendered of no effect. The result is that about five thousand pupils, comprising no insignificant portion of the flower of our Canadian youth, are spending a large part of their best years in the acquisition of a peculiar learning which will be in after life of but little use to the majority of them. Not one in twenty of them will enter any college; and of the remainder, with the exception of those who pursue the profession of teaching, probably not one in fifty, after leaving school, will ever open a Latin book or work a problem in algebra. On the other hand, in this new country, with agriculture every year becoming more scientific,—with mineral wealth of remarkable extent and variety just becoming developed,—with railroads, steamboats, manufactories, and mills, requiring every variety of mechanical knowledge,—with commerce expanding and reaching to the most remote countries,—with half a continent to subdue to the purpose of civilization,—it would seem that the wisdom of

the Legislature, in providing that the Grammar Schools, which are in fact the People's Colleges, should be devoted principally to the "higher branches of a practical English and commercial education," must be recognized by all, and that all who desire to promote the welfare and improvement of the country would cheerfully aid in carrying this purpose into effect. We gladly declare our conviction that in your long-continued and efficient labors in the cause of education, you have been solely actuated by this desire; and if we have written thus freely it is only because we have been led to think that the engrossing duties connected with the common schools have withdrawn your attention from the unfortunate course into which the Grammar School education has been diverted,—doubtless with none but the best intentions on the part of those who have so misdirected it. Our duties as trustees have made us aware of the defects of the existing system. After vainly attempting in our own school to bring the programme to which we are tied into harmony with the plain requirements of the Statute, and with what we feel to be due to the pupils and the community, we now make this appeal to yourself and to the Council of Public Instruction to take the whole subject into consideration, and to decide whether the existing system is one which ought to be continued.

We are, of course, aware that there is now what is termed a non-classical programme of studies, which those pupils who do not desire to study Greek and Latin are allowed to pursue; and we observe that the able Inspector of Grammar Schools, in his report for 1865, remarks upon the fact that very few pupils have applied to be admitted to this course,—and infers from this circumstance that "there is no real demand in the Province for such a course of study for boys." Our own experience, however, is quite sufficient to prove that this inference is not marked with the accuracy which usually distinguishes that gentleman's reasoning. The reason why nearly all the pupils in Grammar Schools pursue the classical programme is, not far to seek. The regulation which prescribes that, to entitle a school to a share of the Legislative Grant, there must be an average attendance of at least ten pupils learning Latin, is the sole and sufficient cause. It must be remembered that though a school may have many more than ten pupils on its rolls, yet, from illness and