

throughout the city are not as a whole, pursuing a systematic course of instruction. If they chance to have a teacher who is experienced and free from specialties (a rare fortune), their instruction, so far as that teacher is able to control the circumstances of his position, may be tolerably well adapted to their wants and regular in its stages; but in the vast majority of cases it is not so. Every teacher is pursuing his own course. If he prefers geography to grammar, or arithmetic to reading, the pupils under his charge will be found partaking of the same one-sidedness; their scholarship will lack symmetry; it will, in fine, be mere half-work. As many different miscellaneous schools as the Board supports, just so many different courses of instruction will be found to obtain. The education secured will be no education at all; for, to be worthy of the name, it should be an attempt, at least, to bring about a regular and symmetrical growth of all the parts of the child's compound nature. This is too important a matter to leave to the random efforts of every individual teacher.

Suitable school-accommodation being provided, the first duty of the Board would be to prepare a course of instruction extending in regular gradation, from the first grade of the Elementary schools, to the last grade of the High School,—a course of eleven or twelve years. This course should be based upon the latest and most approved principles of modern education, and should attempt nothing less than to present, in the capital of the Province, a model system of common school instruction. This curriculum should prescribe the work for each year and each term in the year; and, in the Elementary and Preparatory grades, for each day and each hour in the day. This programme should be exactly the same for all schools of like grades throughout the city. With graded schools, and a regular course of instruction, every school would be a class, each class being exactly abreast in all its studies, with one teacher for every fifty-six pupils. Pupils would be admitted at the beginning of the school year (November 1) at five years of age and over; but failing to enter at that time, they should not be permitted by the Board to enter during the year, unless fully prepared to join some class or grade already organized. This arrangement would be necessary to prevent the confusion and inconvenience arising from the formation of new classes during the year. At the close of the school year (October 31) one class or grade would graduate from each series of four grades, and at the beginning of the school year (November 1) a new class or grade would come in; while all the intermediate classes would be advanced one year. Thus the classification would be kept perfect, each teacher having from fifty to fifty-six pupils exactly together in all their studies.

3. It would enable the Board to select teachers having a special fitness for the grade over which they might preside. But few can teach ten or a dozen branches equally well, yet most of the schools at present under the care of the Board make this demand in full upon the teachers employed.