

them; and I do not know that the evil could be wholly prevented on any system; but, by the Union system, it is directly generated and fostered. In illustration of this, I lay before you some examples, selected from the history of the past two years.

1. In the latter part of October, 1865, I visited the Grammar School department of the Union School at Consecon. There were on the roll, for the current term, 18 pupils in Latin. Here, then, was what professed to be a classical school; but (as my volume of Reports for 1865 will show) the whole thing was a farce. There were two divisions in Latin; the senior, consisting of three boys, all of them in Sallust, and two of them reading Virgil also; and the junior, of thirteen pupils, were beginners. The representatives of the junior division, who were present, were children, whom it would have been judicious and kind to have left in the Common School. They had learned the Latin Grammar in a loose sort of way, as far as the verbs; but none of the girls in the class could tell me any of the terminations of the second declension; and the decidedly best boy did not succeed in going through *servus* without mistake. Of the three boys in the senior division, all of whom were present, one was examined in Sallust. The memorandum regarding him in my note-book is: "very bad; nothing could be worse." The two other boys were examined in Virgil. Their translation was inaccurate; their parsing bad; and the whole of their work unintelligently performed. The truth is, that there appears to be no field for a Grammar School at Consecon; and but for the Union of the Common and Grammar School Boards, I do not suppose that the establishment of anything else than a Common School would ever have been thought of.\*

2. I visited the Grammar School department of the Union School at Cayuga, on the 30th May, 1865. There were 50 pupils on the roll for the current term; but 16 of these had left; so that, at the date of my visit, only 34 were actually in connection with the school. Of the thirty-four, twelve were professedly studying Latin. A sort of semi-classical character was supposed to be imparted to several of the others, by the circumstance that they were learning the Latin roots of English words. Of the twelve fully fledged Latinists, six were little children, who were struggling with the difficulties of the first declension. Of the six senior pupils, only two were present; a boy who was read Cæsar, and a boy in Arnold's first-book. Permit me to transcribe some remarks which I made regarding these pupils in my Reports for 1865. The boy in Arnold "had read nothing. He was as far on in the Grammar as Adjectives of the 3rd Declension. He could decline neither adjectives nor nouns." The boy in Cæsar "could make nothing whatever of the lesson for the day. The master opened up another, and the boy got through the translation of it with difficulty and imperfection. His Accidence and Syntax were utterly bad." It is plain from these details, that, in May, 1865, the Cayuga Grammar School, was merely an upper division of the Common School, with such a sprinkling of nominal Latin as was technically sufficient to enable it to draw a share of the Grammar School Fund.

3. Prior to the year 1866, the number of classical pupils in the Grammar School department of the Union School at Lindsay was small. I visited the school in January, 1866, and again in June of the same year. On the former occasion, there were twelve pupils in Latin (9 boys and 3 girls) on the roll; on the latter, fifteen (11 boys and 4 girls). These numbers are probably a fair exhibition of the *bonâ fide* demand for classical learning in Lindsay. You may judge, therefore, of my astonishment, when, on returning to the school in April, 1867, I found that the number of pupils on the roll—all of them studying classics—had sprung up to 58; 31 boys and 27 girls. What was the process by which this remarkable "Revival of Letters" had been brought about? A new master was appointed in the beginning of the year 1867. That gentleman, who possesses not a few of the qualities of a good teacher, and who, in particular, is distinguished by zeal and energy, not relishing the sight of empty benches, paid a visit to the Common School, and transferred a promiscuous crowd of children from the Common School to the Grammar School. In this way, his house was filled—if nothing else was accomplished. Of those on the roll, I was obliged to reject a considerable proportion as unqualified to pass the entrance examination. In Latin, none of the pupils on the roll were further advanced than Harkness' Arnold, except two boys. As the mass of the pupils had been only a

\* The Grammar School at Consecon, is now extinct.