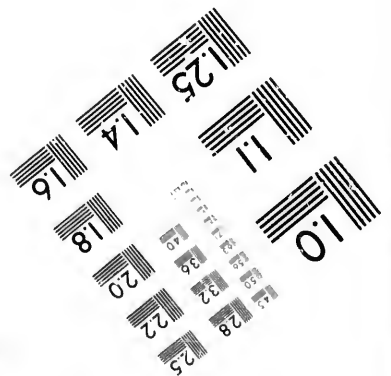
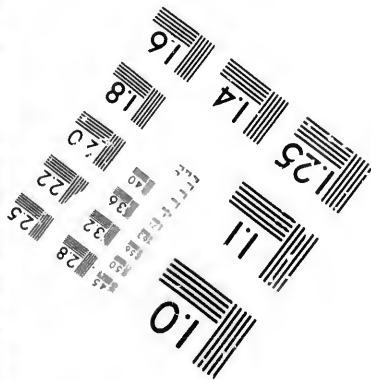
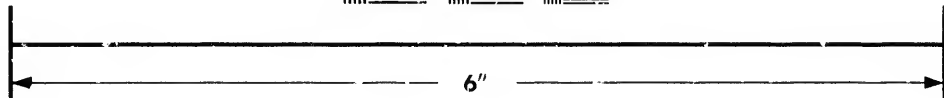
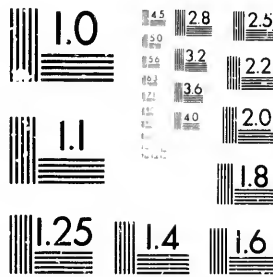


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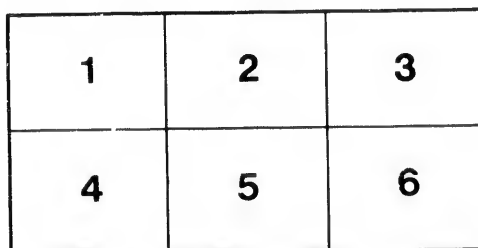
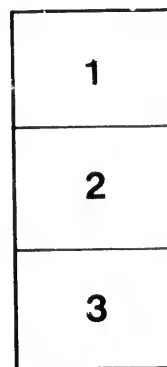
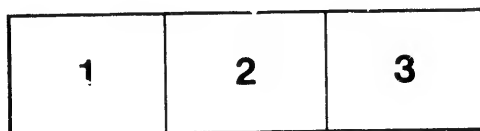
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THE
GRAMMAR SCHOOL SYSTEM

OF

ONTARIO.

A CORRESPONDENCE

*Between the Board of Trustees of the Clinton
County Grammar School*

AND THE

**REV. E. RYERSON, D. D.,
CHIEF SUPERINTENDENT OF EDUCATION.**



Clinton:

RE-PRINTED FROM THE "CLINTON NEW ERA,"

1868.

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ON TARIFF

A CORRESPONDENCE

between the Board of Education of the City of New York
and the American Museum of Natural History

JOHN B. HARRIS, D. D.

CHIEF SUPERINTENDENT OF EDUCATION

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THE
GRAMMAR SCHOOL SYSTEM
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A Correspondence between the Board of Trustees of the Clinton County Grammar School

AND THE
REV. E. RYERSON, D.D.,
CHIEF SUPERINTENDENT OF EDUCATION.



RE-PRINTED FROM THE CLINTON "NEW ERA,"
1868.

PREFATORY NOTE.

Prior to the year 1866 the Legislative grant for Grammar Schools, commonly called the Grammar School Fund, was distributed among the counties of Upper Canada in proportion to their population. In 1865, the Act for the improvement of Grammar Schools was passed, which provides that the grant shall be distributed upon the basis of the daily average attendance of pupils in each school. In 1866, the grant was so apportioned, being distributed according to the average attendance of pupils, without distinction of sex. In 1867 the ratio of apportionment for girls was reduced by the Department of Public Instruction (with no new authority from the

Legislature) to one half of that for boys; and in the present year the apportionment for girls has been discontinued altogether.

In 1865, the Council of Public Instruction promulgated a revised "Programme of Studies" with a system of "Regulations for the Government of Grammar Schools." By these regulations it was provided that, after the first day of January, 1866, no school should be entitled to receive any portion of the Grammar School Fund unless it had a daily average attendance of at least ten pupils learning Greek or Latin.

These circumstances have given rise to the following correspondence.

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CORRESPONDENCE.

No. I.

CLINTON, Dec. 23, 1867.

Rev. E. Ryerson, D. D., Chief Superintendent of Education :

SIR,—I am instructed by the Board of Trustees of the Clinton County Grammar School to inquire whether the regulation established during the present year, by which, in apportioning the Legislative grant, fifty per cent only of the average attendance of girls has been reckoned, is to be rescinded; or whether this regulation will be retained; or whether girls will be altogether excluded from the computation, the possibility of which is hinted in the Journal of Education for May last. It will be at once apparent that some assurance on this head is necessary to enable the Trustees to make their estimates and arrangements for the coming year.

We would respectfully suggest for your consideration that if there are, as appears to be assumed, some evils arising from the attendance of girls in Grammar Schools, these evils will not be in the slightest degree diminished by the new regulation in question. These girls are sent to the school solely for the purpose of giving them the benefit of the superior education which they receive in it; and they will continue to attend if no apportionment whatever is made on their account. The only result, therefore, of this new regulation will be to diminish the salary of the Master. He now receives the whole income of the school, after payment of the necessary expenses for rent, fuel, &c. It was our hope that as the school increased, the salary of the teacher would also increase, by the additional amount received from the Legislative grant. The new regulation deprives the school, in a large measure, of this advantage. The girls continue to come to the school, and the teacher has the labour of instructing them as before, while he is de-

prived of a portion of the grant which would have been added to his salary. This result is so contrary to the views which you have always urged in regard to the salaries of teachers, and is so injurious to the interests of the schools, that we cannot believe that the regulation which produces it will continue to receive your approval.

A careful examination of the Statutes relating to Grammar Schools fails to satisfy us that the new regulation is legal. The directions of the Act are clear and precise,—that the apportionment shall be made “upon the basis of the daily average attendance, at each Grammar School, of pupils in the programme of studies prescribed according to law for Grammar Schools.” It is plain that girls pursuing the prescribed programme of studies are (in a legal sense) either “pupils” or not “pupils.” If they are pupils, their attendance should be reckoned in full; if they are not pupils, their attendance should not be reckoned at all. The new regulation is evidently in direct conflict with the injunctions of the Legislature, which has nowhere given authority to any individual or board to pronounce two pupils of one class or sex to be equal to one pupil of another class or sex. We submit that no power less than the Legislature itself can do this. And we further submit that the Legislature has not authorized the exclusion of girls either from the Grammar Schools or from the benefit of the apportionment. The phraseology of the Statutes relating to this apportionment is precisely the same as that of the ninety-first section of the Common School Act, which prescribes that the Local Superintendent shall apportion the common school fund money among the school sections “according to the rates of the average attendance of pupils at each common school.” We can see no reason why the word “pupils” should in one Act be

held to mean boys and girls, and in the other Act boys only. There is no intimation whatever in any part of either of the Grammar School Acts that the benefits of those schools are to be restricted to male pupils. Our Grammar Schools are not, like those of Great Britain, founded by private munificence. They are originated and supported mainly from municipal and Provincial grants, derived from imposts levied upon the whole community. To exclude from the benefits of these schools those tax-payers who have only daughters to be educated would seem to be a stretch of authority which nothing but the plain declaration of the legislative will can warrant.

It may be further observed that if any evils result from allowing boys and girls of the age of those commonly attending Grammar Schools to be taught together, these evils will not be diminished, but rather increased, by excluding girls from those schools. Upon such exclusion, the girls will, in general, be at once sent back to the Common School, where they will usually be placed in the first or highest class. The boys in this class (pupils in the Common Schools being received to the age of twenty-one) will ordinarily be of about the same age as the boys in the Grammar School. The teacher, having many younger pupils to attend to, cannot, however efficient and well disposed, exercise the same complete and careful superintendence over the pupils in the higher class as the Grammar School Master would be able to exercise over his school. To send back the girls from the Grammar to the Common School would therefore necessarily lead to the inference that the Department of Public Instruction is only anxious about the character and demeanour of the pupils in Grammar Schools, and is indifferent about those important subjects in Common Schools.

We hasten to express our conviction that this inference would be entirely unjust. On the contrary, we feel assured that in all which has been done in this matter, the Department of Public Instruction has acted with the sole view of promoting the educational interests of all classes. Especially we have, as a Board, to express our grateful sense of the attention and kindness with which our efforts on behalf of the school entrusted to our charge have been constantly aided and encouraged by yourself and the able and esteemed Deputy Superintendent. Being

placed in a situation in which the injurious working of the new regulation, and its utter inefficiency for any good purpose, become evident, we have deemed it our duty to bring to your attention the conclusions which have been forced upon us.

We have not thought it necessary to enter into the general question whether girls and boys of the age of those who usually attend Grammar Schools should, or should not, be taught together, because, as has been before observed, if girls are excluded from the Grammar Schools, they will for the most part be sent back to be taught with boys of the same age in the Common Schools. It may, however, be observed that in most Grammar Schools and in some Colleges in the United States, pupils of both sexes are taught together, with no injurious results, so far as is known. And as regards the present tendency of opinion in Great Britain, no better evidence can be cited than that of Earl Russell. At the recent distribution of prizes in connection with the Birkbeck Literary and Scientific Institution, that eminent statesman made some remarks on this subject which (with their reception by the audience) are thus reported:—

“There is one element that has been constantly a part of the Birkbeck Institution, which I should like to notice—viz: that ladies, as well as gentlemen, are admitted to share in the advantages offered. I cannot think that a knowledge of arithmetic, or an acquaintance with the various branches of literature, will at all injure that domestic economy of which ladies are generally expected to be perfect mistresses. (Cheers.) On the contrary, I should think that anything that sharpens the intelligence, imparts better information to the mind, and gives greater scope to the mental faculties, is likely to improve the capacity of ladies, as well as that of men, in anything they may undertake. (Cheers.) The very interesting report, which gives an account of Mr. Fraser's journey to the United States and Canada, tells us something on this point. It says that in the schools and colleges he visited, young ladies are allowed to compete with young men for the highest prizes; and he mentions that the first on the list of one institution, with regard to Greek authors, were three young ladies, with regard to Latin authors were two young ladies, and I think three young ladies stood first for the mathematical prize. (Cheers.) I am very glad that this institution so long ago had that right appreciation of the talents of ladies; and I trust that we shall find that, whether our friend Mr. Mill succeeds in his scheme or not—(laughter and cheers)—the ladies at all events will go on gaining these prizes for learning of various kinds. I am sure those prizes that have been gained in English history, for instance, will be of great use in teaching the lovers and husbands, and hereafter sons of those ladies, a knowledge of English history which may guide them in their political career—a knowledge in which, I am sorry to say, the gentlemen of this country are not seldom wanting. (Laughter and cheers.)

In conclusion we beg to state that of the girls who are studying Latin in our school, some are preparing to be teachers; and others are influenced by the desire of their parents that they should derive every pos-

sible advantage from the instruction given in the school. It is the opinion of many that the learning and teaching of language are peculiarly appropriate to the capacity and province of the female sex. In the natural course of events, almost every woman is destined to become a teacher of language, at least within her own family. Those who have enjoyed the benefits of a superior education, such as is given in the Grammar Schools, will not only be the best instructors of their children, but will be the most anxious that these should enjoy the like benefits. And instead of the education of girls in our Grammar Schools proving to be an injury to those schools, it may be confidently anticipated that both

the Grammar Schools and the Universities of the Dominion will at a future day be indebted for no small increase in the numbers of their students to the anxiety of these girls, then become intelligent and thoughtful matrons, to secure for their children the best education which the country can afford them.

In submitting, on behalf and by instruction of the Board of Trustees, this request for information, with the accompanying remarks, for your consideration, I have the honour to be, sir, very respectfully,

Your obedient servant,

H. HALE,

Chairman, Board of Clinton G. S. Trustees.

NO. II.

EDUCATION OFFICE,
TORONTO, DEC. 30th, 1867.

H. Hale, Esq., Chairman, Board Grammar School Trustees, Clinton.

SIR,—I have the honor to state, in reply to your letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the law officers of the Crown in regard to the provisions and intentions of the Grammar School Law.

The trustees and masters of some Grammar Schools believe that the Grammar Schools, as well as University Colleges, were intended for boys; and that no part of the fund set apart for Grammar Schools, any more than the University endowment, was intended for other than the education of boys or young men. They have, therefore, complained that while they educate only boys, other schools are paid for admitting girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment to the schools, without any intention of studying Italian,

French, Spanish, or Portuguese, to which the study of Latin is an appropriate introduction, and most of whom do not go beyond the first or second declension. It is also urged that if the Grammar School Fund be apportioned according to the average attendance of boys only, then all Grammar Schools will be treated alike; and if the trustees and masters of some Grammar Schools think proper to admit girls, they can do so, and charge such fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar Schools than in the common schools.

Whatever was done in regard to apportioning the Grammar School Fund for the current year was done during my absence in Europe; and under the circumstances, I have felt it my duty to get the legal opinion and advice of the law officers of the Crown before finally deciding on the question. I have the honor to be, &c.,

E. RYERSON.

No. III.

Extract from a "Circular" to the Chairman of the Board of Common School Trustees at Clinton:—

SIR.—I regret to observe that the evil of inducing girls to enter the Grammar Schools, with the apparent object of unduly swelling the number of pupils, has not diminished but has increased, although there are still several schools which are not open to this reproach. It therefore becomes the duty of the Department, in its administration of the law, to take care that no encouragement is offered to a course of action which is contrary to the intention of the Grammar School Law and Regulations, and injurious to the best interests of the schools and pupils.

The law invests school trustees with ample powers for the establishment and maintenance of schools or departments of schools in which girls, who have passed through the elementary common school studies, may obtain that higher culture and instruction which they may require. But the organization and studies of the grammar schools are not adapted for mixed classes of grown up girls and boys, nor is it desirable that such mixed classes should exist.

The matter is of so serious an aspect, that I felt it my duty to consult the principal law officer of the Crown in this Province as to the proper interpretation of the law, and the following is the interpretation he has given:—
"My interpretation of the Grammar School Act in relation to the question submitted by you is that boys alone

should be admitted to those schools, and that consequently, the Grammar School Fund was intended for the classical, mathematical, and higher English education of boys."

It therefore became my duty, as thus instructed, to apportion the grant of 1868 on the basis of the boys' attendance. From this course, as well as from the usual fluctuations in the attendance, the grants to some of the schools are necessarily diminished, while in other cases they are increased this year. But where large reductions were thus required in certain apportionments as compared with those of the preceding year, the operation of the law has been rendered as favorable as possible to the schools and individuals concerned.

The grant to your school, for 1868, will be at the rate of two hundred and twenty-four dollars per annum, for the period during which it is kept open, with the re-

quired average attendance, and conducted according to law; and the smallest sum required to be raised under the 6th section above quoted, within the year, is one hundred and twelve dollars.

In the course of the past two years, the system of local municipal support, as was expected, has been very generally adopted, and it is to be hoped that it will henceforth be so far matured as to largely increase the means for the support of Grammar Schools and their Masters. It must be remembered that fully equipped and efficient Grammar Schools are an essential part of a complete system of public education as are the Common Schools themselves.

I have, &c.,
E. RYERSON.

Education Office, Toronto, May, 1868.

No. IV.

CLINTON, July 20, 1868.

Rev. E. Ryerson, D. D., Chief Superintendent of Education, Toronto.

SIR,—The Board of Trustees of the Clinton Grammar School have the honor to acknowledge the receipt of your circular of May last, announcing that the apportionment of the Legislative grant for Grammar Schools will be made for the current year on the basis of the boys' attendance, excluding the girls from any participation in the benefit of this grant. And we have also to acknowledge the receipt of your letter of the 30th of December last, (addressed to the chairman of this Board,) giving the grounds on which you had been urged to make this decision, and in so doing to reverse the previous practice of your department in this respect.

In that letter you did us the honor to inform us that, under the circumstances, you had felt it your duty to get the legal opinion of the law officers of the Crown, before finally deciding on this question of apportionment; and by your recent circular we are apprized that the following opinion had been given on that subject by the principal law officer of the Crown in this Province: "My interpretation of the Grammar School Act in relation to the question submitted to you is that boys alone should be admitted to these schools, and that consequently the Grammar School Fund was intended for the classical, mathematical, and higher English education of boys."

It is our duty, as guardians of the interests of the school committed to our charge by the municipal councils of this county and village, to point out to you that this opinion is at variance not only with the former practice of your department, but with the existing system and the regulations prescribed by the Council of Public Instruction, and approved by the Governor

in Council. We shall also proceed to give our reasons for believing that this opinion is contrary, not merely to the intention of the Legislature, but to the letter and spirit of the statutes relating to Grammar Schools, and that a course of action in accordance with this opinion will be illegal, as well as disastrous to the best interests of education in this Province.

We would add that in making these observations no disrespect is intended to the distinguished legal authority whose opinion we undertake to controvert. Every one is aware that the ablest judges are unwilling to give a decision on any doubtful point without hearing the arguments of counsel on both sides. Any decision on a new and difficult question, pronounced without hearing argument, or after hearing only the arguments on one side, would be considered by the profession, as well as by the public, to be of no decisive value, and to be extremely likely to be reversed, even by the same tribunal, on a new hearing. Such, as we understand it, is precisely the case with the opinion now referred to. That the question was both a new and a difficult one is clearly shown by your letter of December last. Down to that period, you yourself, long accustomed to the interpretation of statutes relating to schools, had interpreted the law as authorizing an apportionment for girls as well as for boys, and had acted upon that interpretation. At that time you were urged, it appears, by the trustees and masters of "some Grammar Schools" to exclude girls, if not from the schools, at least from the benefit of the grant. The number who desired this exclusion must have been small, for we find by the report of the Inspector of Grammar Schools for 1866 that only 17 schools out of the whole number of 104 had then excluded female pupils. We

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have every reason to believe that the general opinion of trustees and masters throughout the province was, and is, strongly adverse to such a course. The persistent urgency of this small minority, however, induced you to submit the question for legal advice; and it would seem (for anything that we know to the contrary) to have been submitted solely on the arguments of those who were opposed to the existing system, giving the majority who were favorable to that system no opportunity of presenting the reasons for maintaining the view which they (in common with yourself,) had held and had carried out in practice. The result is that an opinion has thus been obtained not only adverse to the system which has thus far prevailed, but going beyond what even the opponents of that system (judging from the expressions in your letter of December last,) had desired.

According to this opinion, not merely must female pupils be no longer computed in apportioning the Legislative Grant, but they must be excluded altogether from all the Grammar Schools of the Province. In the express words of this authority—"Boys alone should be admitted to these schools." Indeed, as the Statute prescribes that the Legislative Grant shall be applied solely to the payment of the salaries of teachers, it would clearly seem that a teacher employed and paid solely for teaching boys, in a school to which girls should not be admitted, cannot lawfully be allowed to devote any part of his time, in that very school, to the instruction of girls. If this interpretation of the law be correct, no authority of the Council of Public Instruction or of a Board of School Trustees can give license for the admittance of female pupils into Grammar Schools, either with or without an apportionment of the Legislative Grant on their behalf.

That this result was not anticipated, even by those who opposed the apportionment of public money for the attendance of girls, is apparent from your letter of December 30, in which you state that (according to the view of those opponents,) "if the trustees and masters of some Grammar Schools think proper to admit girls they can do so, and charge such fees for their attendance as they please." We believe there are very few among those conversant with the condition of education in this Province, who will not be startled by the magnitude of the change which will result if female

pupils are henceforth entirely excluded from these schools.

It appears by the latest Report (that for 1866) that the total number of pupils in the Grammar Schools was, in round numbers, 5,200. The numbers of each sex are not given, but they were probably (judging from what is elsewhere stated in that Report) nearly equal. If the legal opinion, of which you now apprise us, is strictly acted upon, more than two thousand girls, who are now receiving the benefit of the superior education conferred by those schools, will henceforth be deprived of it.

The evil, however, will not be limited merely to the injury which these pupils will suffer. For a reason which, we fear, has not been taken into view, the exclusion of girls from Grammar Schools will be a step most injurious to the cause of public education in this Province. As you are doubtless aware, the Grammar Schools have become of late years, in a peculiar degree, the seminaries of common school teachers. At least one third of the pupils, both male and female, who attend our own school, do so with the idea of becoming hereafter teachers in the common schools; and this proportion will probably hold good in all the Grammar Schools of the Province. The education given in those schools, though defective (as we shall have occasion to point out) in certain branches which the Legislature specially prescribed for them, is much better adapted than that of the common schools for the instruction of teachers, for two almost self-evident reasons. In the first place, the masters, being nearly all university graduates, are necessarily for the most part men of higher and more varied culture than the teachers of common schools; and, in the second place, Latin and French are taught in those schools, and not in the common schools. There are few who are not aware how important to one who intends to be a teacher of the English language is a knowledge of the elements of those two tongues, from which the English is in such large measure derived. It is for this advantage more especially, as we have reason to know, that many girls have hitherto attended the Grammar Schools, from which it would seem they are now to be expelled.

It appears by the report for 1866 that the total number of common school teachers in Ontario was in that year 4,789, of whom 2,925 were males, and 1,864 females. The number in that year who received certifi-

ates from the Normal School (in both sessions) was 185, of whom 72 were males and 113 females. It is quite evident that the Normal School, however valuable in some respects, can do but little towards supplying the large and increasing demand for well-educated common school teachers—especially when it is considered that a considerable proportion of those who receive certificates from the Normal School do not continue to follow the profession of teacher.

It further appears from the same report that the number of male teachers in the Province was diminishing, and that of female teachers was increasing. This result corresponds with what has occurred elsewhere. In the newer portions of the United States the male teachers are most numerous; while in the older States the number of female teachers largely predominates. Thus in Illinois we find that in 1862, there were 7,713 male teachers and 7,381 female teachers; while in the State of New York, in the same year, there were 7,585 male teachers and 18,915 female teachers; and in Massachusetts, in the same year, there were 1,508 male teachers and 4,856 female teachers. The causes which have produced these results in the United States are undoubtedly operating here. We may anticipate that before many years the female teachers will be at least two-thirds of the whole number engaged in that calling in this Province. If girls are allowed to remain in the Grammar Schools, it is probable that the greater number of these teachers will receive in those schools their most valuable instruction. We may therefore with reason ask what severer injury could be inflicted on the cause of popular education in this country than the exclusion of female pupils from those schools?

Another and a very serious injury which will result from the exclusion of girls from Grammar Schools will be found in the loss of those advantages which arise from educating the sexes together, as in the common schools. It is only of late years that the peculiar benefits, both intellectual and moral, of this system of "mixed education," if we may so term it, as contrasted with the Oriental system of separation, have been understood and appreciated. Let our own opinions might be suspected of bias, we prefer to cite on this point, not the theoretical views, but the actual experience of intelligent men who have tested the system in the mother country, as

given in the recent report of the "Schools Inquiry Commission" for 1868. Not having access to the report itself, we are indebted for our information to the extracts from it which are given in an article on "Country Grammar Schools" in Blackwood's Magazine for May, 1868. In regard to the school at Abbot's Ann, the fact is mentioned that "the girls are taught the same subjects and in the same classes as the boys; and that the effect of this is, according to the evidence of the Rector and chief manager, the Hon. S. Best, that 'it raises the tone of the school altogether.'" Similar evidence is given in regard to the school lately established at Callington, in Cornwall, a country town of about 2,000 inhabitants, by the Rector, the Rev. F. V. Thornton. The children of every class in the town, both boys and girls (including the Rector's own children) are educated in the school. Both Latin and Greek are taught, as well as French and some German, and the English branches; in fact, it is described as "the usual Grammar School course." A boy at this school got upon the foundation at Eton, and the pupil who was next to him in point of proficiency was a girl, the daughter of a laborer. Mr. Thornton's testimony as to the good effects proceeding from the mixture of the two sexes is strong and (considering that his own children were in the school and that he had every opportunity of studying the results,) must be deemed most important and satisfactory. These results (in his own words,) are a "decided increase of manliness among the boys, and of gentleness among the girls." He adds: "A Marlborough master, on taking charge of our school, said he had no notion that boys could work, till he had tried them working with girls. The greater diligence of the girls tells so much upon the boys, while the greater depth of the boys tells on the girls." On another still more important point Mr. Thornton's evidence is very striking. He says:—"The school being mixed produces an enormous improvement in purity both of boys and girls; it is difficult to say of which most; because girls' schools are on the whole rather worse than boys' schools in that respect."

In view of this latter evidence, we must refer to the suggestion in your recent circular that "the law invests school trustees with ample powers for the establishment and maintenance of schools and departments of schools in which girls, who have passed through the elementary common school

"Schools Not have are in- extracts article on in Black- In re- the fact taught the classes as of this is, the Rector Best, that altogether in regard at Calling- of about the Rev. of every girls (in- Latin and French and branches; this school n, and the point of pro- of a la- money as to the mix- and (con- were in the opportunity be deemed try. These a "decid- e boys, and He adds: king charge notion that tried their er diligence the boys, boys tells on ore import- ce is very school being improvement s; it is diffi- cause girls' r worse than ce, we must recent cir- school trustees establishment departments have passed mon school

studies may obtain that higher culture and instruction which they may require." We may observe, in the first place, that it is exceedingly doubtful if the establishment of separate schools for girls would be desirable. In the second place, if such schools were established, the means of affording them that special instruction in Latin and French which they obtain in Grammar Schools, and which is so useful in fitting them for the vocation of teachers, could only be obtained at an expense which few local school boards would venture upon, — and an expense, we may add, which, as it would be partly for a Provincial object, should in justice, be partly borne from a Provincial fund. Finally, and above all, this authority for establishing what may be termed "high schools for girls," is by the common school law restricted to "the school trustees in cities, towns and incorporated villages," (Manual for 1864, p. 71,) and is there given, we may observe, only in a vague and general clause, empowering the trustees "to determine the number, sites, kind and description of schools to be established in the city, town, and village." According to the latest census, the total population of the Province of Ontario, was (in round numbers,) 1,396,000, while the aggregate population of the cities, towns, and incorporated villages in the Province was only 258,000; thus leaving the large number of 1,138,000 persons who have no authority for establishing such schools, even if they were deemed desirable. These are all tax-payers, contributing to the provincial and county grants for Grammar Schools, from whose benefits, so far as the education of girls is concerned, they are henceforward to be debarred. We must be allowed to say, on behalf of the large number of tax-payers in this county, whom in this respect we represent, that we cannot perceive the equity of this arrangement.

Great, however, as will be the evils and the injustice resulting from the exclusion of girls from these schools, still, if the law requires it, we must of course, however reluctantly, conform to this requirement, until the legislature shall see fit to decide otherwise. We proceed, however, to give our reasons for believing that the new interpretation of the law, now first made known to us, is erroneous, and that our duty as trustees requires us to disregard it until it shall be confirmed by a judicial decision. The two statutes which comprise the whole of the law relating to Grammar Schools are of no great length. They occupy but

about twelve ordinary octavo pages. They are plainly written, comprising no peculiar legal or technical terms. We see no reason why any person of ordinarily good judgment, familiar with the construction and meaning of the English language, should not be as well able to interpret these statutes as the most profound and learned lawyer. You yourself, we must again take the liberty of reminding you, after carefully studying these statutes (as is evident to us from your former circulars) placed an interpretation upon them in regard to the admission of girls directly opposite to that recently given to it by the legal authority to whom you refer. You have been, as we think we may venture to infer, worried into partially admitting the other view by the persistent urgency of a few partisans of the separate system, whose arguments you adduce in your letter of last December. We must be permitted to say that we consider your original opinion to be the right one; and the fact that you formed it and acted upon it before the opposite party had time to disturb your judgment by their clamors, is a strong evidence of its correctness.

On an examination of these statutes, the fact which first strikes us is that there is not in either of them a single word directly referring to the sex of the persons who are to receive instruction in the Grammar Schools. These are usually termed "pupils"—in one place "scholars," and in another "children." These words, "pupils" and "children," are the same that are used in the Common School Act. If it was intended to confine the benefits of the Grammar Schools to boys, it is not easy to understand why proper words should not have been used to express this intention.

As we are thus left to gather the intention of the Legislature from other indications, there is one which should not be disregarded. When the act of 1865 for the improvement of Grammar Schools was passed—the act under which the apportionment is now made—girls were admitted as pupils to most of the schools. This fact must have been well known to the Legislature, as several members of Parliament were, or had been, members of Grammar School Boards—a fact which is doubtless within your own cognizance. It can hardly be doubted that many members of that Parliament had among the pupils daughters, or other near relatives of the same sex. Is it credible that this Parliament would have intentionally passed an

act excluding two thousand girls from the advantages of that superior education which they were then obtaining in these schools, without making any provision against the injury thus inflicted? In point of fact, they did no such thing. As has been previously pointed out in this correspondence, the apportionment clause in this act is precisely the same in phraseology with the like clause in the Common School Act. A mere comparison of the two clauses will settle this point:—

From the Common School Act, 22 Vict., chap. 64:

Sec. 91.—It shall be the duty of each local superintendent, and he is hereby empowered, unless otherwise instructed by the Chief Superintendent of Education, to apportion among the several school sections their respective portions of the Common School fund money apportioned to the townships within the limits of his charge, as soon as notified by the County Clerk of the amount so apportioned to such townships, and such apportionment among the said school sections shall be according to the rates of the average attendance of pupils at each common school (the mean attendance of each half year being taken) as compared with the whole number of pupils attending the common schools of each such township."

From the Grammar School Improvement Act, 29 Vict., chap. 23:

Sec. 7.—The apportionment payable half yearly to the Grammar School shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to the law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

It is clear that there is nothing in this clause—nor is there anything in any other clause of the Act—to indicate that the girls who then attended the Grammar Schools were not to be counted as "pupils" (as they were in the Common Schools) in apportioning the Legislative grant. To deprive the schools which admit girls of their due share of the apportionment, computed on this basis, appears to us, we must frankly say, a stretch of authority which no mere dictum of any law officer can warrant. Before so serious a step is taken, there should surely be a reference to the Legislature, that its will might be clearly ascertained on this point. We are well aware, however, that those who desire the exclusion of girls from the schools will not venture to make this reference.

It has occurred to us as possible that those who desire to restrict these schools to boys may rely partly upon a vague feeling, or rather prejudice, arising out of their mere name, coupled with the fact that in England Grammar Schools are usually at-

tended only by boys. It is to be remarked, however, that such schools are almost all private foundations, established several centuries ago, when female education, at least in the higher branches of study, was little regarded; and yet even in England there are some, both of the older and newer schools, in which girls are admitted (as we have already shown) on the same terms as boys, and to precisely the same studies. The conclusive answer, however, to any argument drawn from this source, is that our school system is derived, not from Great Britain, but from the United States; and in the Grammar Schools of the latter country, the two sexes are educated together, precisely as in the Common Schools.

The only other arguments of which we have any knowledge, in favour of excluding girls from these schools, or from the basis of apportionment, are those mentioned in your letter of December last. These arguments, we are gratified to observe, are not given as your own, but merely as those which had been pressed upon you by "the Trustees and Masters of some schools." We have, therefore, the less hesitation in characterizing their reasoning as illogical and baseless. They "believe," it appears,—though the grounds of this belief are not given,—that "the Grammar Schools, as well as University Colleges, were intended for boys; and that no part of the fund set apart for Grammar Schools, any more than the University endowment, was intended for other than the education of boys or young men." It is hardly incumbent upon us to argue against a mere belief; and we might be satisfied with remarking that the Trustees and Masters of five-sixths of the schools have heretofore entertained and acted upon the opposite opinion; to which we might add that your Department until this year has done the same. However, the argument necessary to set aside this belief is brief and conclusive. Instead of the Grammar School Fund being on the same footing with the University endowment, a moment's examination will show it to be wholly dissimilar to that endowment and to resemble in every material respect the Legislative grant for Common Schools. Like the latter (and unlike the former) it is placed under the charge of your Department, and is distributed among the schools according to the number of pupils in each; and (as with the Common Schools) the Municipal Councils are called upon to supplement this Legislative aid from the proceeds of

local taxation. What is decisive on this point is the fact that the law provides for the union of Grammar and Common Schools, in which case the former are sustained by a direct school tax levied upon all classes in the municipality or district in which the united school is situated.

You further mention that the Trustees and Masters of the schools which admit only boys complain that "other schools are paid for admitting girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment to the schools, without any intention of studying Italian, French, Spanish or Portuguese, to which the study of Latin is an appropriate introduction, and most of whom do not go beyond the first or second declension." This argument shows in those who urge it a singular ignorance of all the facts of the case. We may remind them, through you, that in the Regulations prescribed by the Council of Public Instruction, the special reason given for the admission of girls to the schools is "to afford every possible facility for learning French." We believe that, in point of fact, almost every girl in the Grammar Schools studies this language. The fact that the study of Latin is useful as an introduction to the study of French affords an excellent reason why the acquisition of the former language by girls should be encouraged. Whenever the other languages of Latin origin, which you mention, are taught in our schools, it must be chiefly for the sake of their literature; and there seems to be as much reason for the study of them by girls on this account as by boys, unless we are to adopt the principle that the literary education of women should be inferior to that of men. The facts that, as we have already stated, many of the female pupils in Grammar Schools are preparing to become teachers, and that to a teacher of English some knowledge of Latin is highly desirable, afford another reason why an opportunity for acquiring this language should be allowed to girls. The statement that most of the girls do not go beyond the first or second declension is certainly not correct as regards our own school; and we presume that, as regards the schools in general, it will only apply to those girls (as well as boys)—no doubt always a considerable number—who remain in the school too short a time for going through the whole course of study, which would properly occupy several years.

Another argument which has been press-

ed upon you is of such a nature as hardly to admit of a serious reply. "It is also urged," you inform us, "that if the Grammar School Fund be apportioned according to the average attendance of boys only, then all Grammar Schools will be treated alike." To illustrate this by an example, the town of A— has a Grammar School with fifty pupils, all boys; the town of B— has a school of the same number, of whom one half are girls. The expenses of the two schools for salary of Master, library, apparatus, rent, fuel, &c., are precisely the same. The Trustees and Master of the A— school say to the Chief Superintendent of Education—"We admit that in B— they teach as many pupils as we do, and teach them as well,—and their expenses and needs are as great as ours. But then we exclude girls from the benefit of a Grammar School education. This meritorious act deserves some acknowledgment from you. Give our school just twice as much of the public money as you give the school in B— for the same amount of public service, and we shall be satisfied, and strict justice will be done to all."

We come now to what we believe to be the only really important argument, and the one which, we have reason to think, has finally decided the case against the admission of girls, not only with your Department, but with the law officer whose opinion you have received. You state that "it is also urged that the English branches of education are less efficiently taught in the Grammar Schools than in the Common Schools." In other words, that the Grammar Schools are intended chiefly for classical instruction. The law officer, in expressing his opinion that "the Grammar School Fund was intended for the classical, mathematical, and higher English education of boys," shows, by the order in which he places the different branches, that he regarded the classical as the most important department of Grammar School education. Now if it shall appear, by a reference to the express provisions of the Statute itself, that, according to the intention of the Legislature, the primary object of the Grammar Schools is, or should be, to give instruction in the higher branches of English education, and that the teaching of the classics and of the abstract mathematics was designed to be a wholly secondary and subordinate object, the ground of this argument will entirely disappear, and no reason whatever will remain on which the exclusion of girls from Grammar Schools, or

from a share in the Legislative grant for those schools, can be based. In considering this point we shall have an opportunity, which we have anxiously desired, of inviting your attention to the whole subject of the education intended by the Legislature to be given in the Grammar Schools, as contrasted with that which actually is given in them. If it shall appear that the intentions of the Legislature have been frustrated, and the schools diverted from their proper object, we feel confident that the acknowledged ability and energy which have produced such beneficial results in the organization and improvement of our Common Schools will be exerted by you in bringing back the Grammar Schools to their true office, and elevating them to the high purpose for which they were designed. We conceive that these institutions, instead of being merely petty classical schools, and feeders of the Universities, were intended to be themselves local colleges, in which pupils whose circumstances prevented them from attending (if boys) the Universities, or (if girls) the expensive city boarding schools, might be instructed in the higher branches of useful learning, and qualified for any of the ordinary pursuits in which such learning is required.

The wording of the Statute appears to us to leave no doubt on this point. Though the section is so well known to you, we are obliged to quote it verbatim, for the purpose of remarking upon its purport:—

“**SECT. 12.**—In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics,—and also in the Latin and Greek languages, and mathematics, so far as to prepare students for University College or any College affiliated to the University of Toronto,—according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council.”

Here are two distinct objects or offices prescribed for the Grammar Schools,—the first and principal, to give instruction in *all* the higher branches of a practical English and commercial education; the other and evidently secondary object, to teach so much Latin, Greek, and mathematics as may be necessary to prepare students for college. We are aware that some, reading the section perhaps hastily, (or perhaps with a determination to find in it what they desired) have apparently supposed that the clause “so far as to prepare students for University College,” &c., applies to the whole preceding portion of the section.

If the entire construction of the sentence, especially in the introduction of the words “and also,” be not decisive against this opinion (as we think it is), we may ask what College or University in Canada or any other country requires that persons applying for admission as students shall have received “instruction in all the higher branches of a practical English and commercial education, including natural philosophy and mechanics?”

We think it is impossible for any person with an unbiassed mind to read this section attentively without being satisfied that the purpose of the Legislature was what we have stated it to be, and that if carried into effect the results would have been most beneficial. But on examining the programme of studies and the regulations prescribed by the Council of Public Instruction, we find that if the purport of the Statute was what we have supposed, it has been in a large measure disregarded, and the whole office and plan of these schools have been perverted, or perhaps we should rather say reversed. It has apparently been assumed that the chief duty of the schools is to teach Latin, Greek and mathematics, and to prepare pupils for the Universities. In the first place we find the rule laid down that no Grammar School shall be allowed to receive a share of the Legislative Grant unless it has an average attendance of at least ten pupils studying Latin,—a rule which, as we shall hereafter take occasion to show, is directly opposed to another provision of the Grammar School Act, and is consequently illegal. Next, turning to the Programme, we find the first column occupied by Latin, and no less than five classes prescribed, whose studies, commencing with the Grammar, are to go on through Arnold's First and Second Books, Cæsar, Virgil, Livy, Cicero, Ovid and Horace, with “prose composition,” and “prosody” interspersed. The whole course is laid down with special and careful minuteness. In Greek and Algebra, to each of which four classes are assigned, it is much the same. But when we come to the studies which the Legislature placed first in order, (and which are placed last in the Programme) the aspect of things undergoes a complete change. The study of Mechanics, which is specially enjoined in the Statute, is not found at all in the Programme. It is perhaps supposed to be included in “Natural Philosophy,” which is to be learned by only one class, and that the fourth 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

other unavoidable causes of absence, the average attendance for the whole year always falls much below the whole number of pupils. There is always a fear that the average will sink below the required mark, and that the school will be broken up; and hence a strong influence—or as one Master is quoted (in the Inspector's last Report) as terming it, a powerful "moral suasion" is exerted to induce every pupil to learn Latin, for the benefit of the school; and, as a matter of course, nearly all the pupils do study Latin, as, under the like inducements and urgency, they would all study Syriac or Sanscrit.

The Grammar Schools of this Province are nominally under the charge of local Trustees, appointed by the municipalities which contribute to maintain the schools; but the Trustees have really very little power beyond the engagement and dismissal of the master. The course of instruction and all the regulations are prescribed with what (without any offensive meaning,) we may term a Chinese minuteness, by the Council of Public Instruction. Of the gentlemen composing this body we desire to speak with the utmost respect,—a respect due alike to their personal character and to their public services. We may venture also to express the belief that many, if not a majority, of these distinguished gentlemen, would concur with us in the opinion expressed in this letter. But we observe that the Council is, in fact, divided into two distinct classes of members. The one class, consisting of eminent civilians and clergymen of different denominations, apparently has charge more especially of the common school system. The other is composed of the "President of University College and the Presidents of the other Colleges affiliated to the University of Toronto," who are declared to be "*ex-officio* members for Grammar School purposes." It was natural that to these gentlemen the regulation of the Grammar Schools should have been in great measure surrendered by their colleagues. It was equally natural that they, regarding a University education as the highest boon that could be conferred on the youth of their country, should have seen in the Grammar Schools chiefly the means of making this boon more readily accessible to all who aspire to it. It is easy to comprehend that in their eagerness to accomplish this desirable end, they should have overlooked the fact that the preparation of boys for college is in truth only the secondary object of these

schools, and that their primary office is to furnish a good practical and commercial English education. With assuredly perfect rectitude of purpose, with great abilities and experience, and an evident desire to fulfil worthily a high public duty, they have devoted themselves to the work of framing regulations which should convert the Grammar Schools under their charge into manufactories of college matriculants. And the result is that while our common school system and our Universities may justly challenge a comparison with those of any other land, our Grammar School system may, with equal justice, be termed the worst system of intermediate instruction which exists in any civilized country. The accomplished Inspector of these Schools, whose sympathies are evidently what may be termed the classical system, is compelled to make his last report one long elegy over the failure of the system. The best remedy which he can propose, and that only with doubt and hesitation, is an elaborate and expensive system of inspection. But mere inspection cannot redeem a system which is breaking down solely by reason of being based on erroneous principles.

If the censure which we have pronounced upon the existing Grammar School system should be thought too severe, we would invite attention to the remarkable statistics which appear in the latest report concerning them,—that for 1866. It there appears that while the total number of pupils in the 104 Grammar Schools of the Province was 5,179, the number of pupils from these schools who in that year entered the Universities was only 63,—not quite one in eighty. Thus, in order that these sixty-three pupils might be prepared for college, the remaining 5113 were obliged to expend a large part of their time in studies which in after life will be of hardly any benefit to the great majority of them.

Even for those pupils who are preparing to become common-school teachers, and to whom (as we have before remarked) some knowledge of Latin is undoubtedly desirable, the amount of instruction in that language prescribed in the programme must be deemed altogether excessive, especially when compared with the instruction given in other studies. For example, we observe that French is deemed sufficiently taught when the pupil is proficient in the "grammar and exercises," and in two reading books—Voltaire's Charles XII,

and a single drama of Cornelle. It is rightly supposed that a scholar who has advanced thus far will be able to go on in the study without further instruction. Can any reason be given why a pupil not designed for the University should be required, in the study of Latin, besides the Grammar and Arnold's 1st and 2nd books, to be familiar with works of no less than five authors, including some compositions which require for their appreciation the most profound scholarship and the most cultivated taste,—and this besides “prose composition, and prosody”? In French only three classes are required; in Latin five. It is clear that if the time given to French is sufficient, that which is devoted to Latin is, as regards the same objects and the same class of pupils, far beyond what is necessary and useful.

It may be expected that we should state more precisely the nature of the changes in the existing system which we consider desirable. In the first place, we would suggest that while provision should be made for teaching Greek and Latin as thoroughly as at present to those who may desire that instruction, the study of these languages should be entirely optional. Of course, the regulation requiring an average attendance in each school of ten pupils (or any other number) learning Latin, should be rescinded. The desire, which the recent regulations appear to manifest, to reduce the number of Grammar Schools, and to prevent the formation of new schools, is to us inexplicable. So long as the Legislative Grant is distributed in exact proportion to the number of pupils in each school, it cannot matter whether the schools are large or small, so far as concerns merely the financial part of the question. As regards the interests of education we may observe that the great majority of the schools have now, and in any case are likely to have hereafter, only one teacher. We know of no reason for thinking that a teacher will instruct a large number of pupils better than a small number. The reverse, indeed, would seem the more probable supposition. In the old country it is well known that the best education is often given by teachers (frequently country clergymen), who receive into their families a few pupils for private tuition; while on the other hand, the education given in the large public schools has sometimes been deplorably bad. We do not mean to affirm, of course, that these are natural results, but merely that

the size of the school does not necessarily or ordinarily affect the quality of the instruction imparted in it. The Grammar Schools are now mainly supported by local contributions; and it may safely be left to the municipal councils and the public of any locality to decide whether the school in that place is of sufficient value to be worth maintaining.

In this country, as population extends, towns and villages, by a natural law, spring up at intervals of from ten to twenty miles, and at points accessible and convenient for the people of the neighborhood. If in each of these towns and villages, thus forming the centre of business to a rural population within a radius of from five to ten miles, a Grammar School were established, the means of higher education would be brought home to almost every family in the Province. In most cases a student would be able, while attending the school, to live at home. In the few cases where the distance would be too great, the pupils could return home on Friday evening, to spend Saturday and Sunday with their parents. We need not point out the inestimable benefits of such an arrangement.

In all new places a Grammar School must necessarily commence on a small scale, like every other undertaking,—growing gradually as its advantages are known, and as population increases. To discourage small schools is simply to discourage new schools; and to discourage new schools is to discourage the extension of higher education among the great body of the people.

As regards the programme of studies, we only ask that the directions of the Statute shall be strictly followed,—that the general course shall comprise (to cite again the clause already quoted) “instruction in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics;” and that for those pupils who are to be prepared for college (and any others who may desire to join them) there shall be a special addition to this course, comprising the “Latin and Greek languages and mathematics,” so far as may be required for this purpose. We would add that the standard of scholarship now required for admission to the schools should certainly not be lowered, and that the system of examinations, inspection, and periodical returns should be maintained as thoroughly as at present. An objection may be made that it will be difficult, in

schools having but one teacher, to carry out the secondary or "collegiate" portion of the proposed course efficiently, without interfering too much with the general and more important studies of the school. This difficulty may, however, we think, be readily obviated in practice. By the regulations, the time of daily instruction in the schools is not to exceed six hours; but the Board of Trustees of any Grammar School may determine at their option upon any less number of hours of daily instruction. If the time of daily instruction were limited, for the general or non-collegiate studies (if we may so term them,) to five hours, and the pupils pursuing only those studies were then dismissed, the remaining hour might be devoted to hearing those students who were preparing for college recite in their special branches of study. As their number would be small, seldom probably exceeding five in a school of fifty pupils, this daily hour would, we believe, be found an ample allowance. And we also venture to think that the reduction of school hours from six to five, for the great majority of pupils, would be no disadvantage to them. The tendency of opinion at the present day in favor of lessening the time devoted to daily study in school is in accordance with our own experience on the subject, so far as it has gone.

We further propose that the right of girls to participate in the education afforded by Grammar Schools, on the same terms as boys, shall be as distinctly affirmed and established as it is in the case of Common Schools, and that proper regulations on this subject shall be framed and enforced by the Council of Public Instruction. The pupils of the different sexes will, of course, have seats apart. The times of recess, and the periods of dismissal for them, should be different. Wherever practicable, there should be distinct entrances to the school-room and different playgrounds. Other suitable arrangements will at once occur to every Board of Trustees, all usually fathers of families. When the number of pupils is sufficiently large to warrant it, a female assistant teacher for the girls should be engaged. With such arrangements as these, and with the ordinary superintendence which every Grammar School Master will assuredly exercise, we are of opinion, not only that no ill results will follow in Grammar Schools (any more than in Common Schools) from teaching the two sexes together, but that much bene-

fit will result from their mutual influence, as the examples already adduced will show, and, we may add, as we see in the family circle, in the church, and in society. There will, as the Rev. Mr. Thornton has forcibly pointed out, be more application and a better demeanor on both sides from the natural and proper desire of each sex to excel and to appear to good advantage in the presence of the other. One great fault, we may observe, which marks the existing Regulations, is that, as girls are treated by them as only admitted to these schools on sufferance, no special provision is made on the points to which we have now referred, while others of less consequence receive particular attention.

We have now to recur to a question of much importance, already briefly noticed, and to show that the regulation requiring at least ten pupils studying Latin in each Grammar School is contrary to the Statute. And here we must advert to a serious defect in the otherwise useful "Grammar School Manual" published by your Department. It professes to contain the "Consolidated Acts relating to Grammar Schools." These two Acts, however, have never been consolidated by the Legislature itself, as might be supposed from this phrase; and on examining them, we find that the consolidation has been effected apparently by the esteemed compiler of the Manual, and after a manner not altogether satisfactory, however well intended. If he had simply printed both the Acts in full, with foot-notes pointing out any alterations made in the earlier Statute by the later Act, the readers of the Manual would have had the whole Grammar School Law before them. He has chosen, however, (undoubtedly with the laudable object of making the law more easily intelligible) to omit all those portions of the original Statute which in his opinion have been repealed, and to insert words and phrases to indicate what he believes to have been the intention of the law-makers. In this way it happens that we have before us in the Manual not the precise law itself, but in many cases merely the worthy compiler's opinion of what the law is, or was intended to be. We have now to point out one grave error which has resulted apparently from this method of dealing with the Statutes. In the original Act, Sections 5 and 6 prescribed the mode in which the Legislative Grant was to be apportioned, viz., according to the population of the several counties, but with a special allow-

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ance to the Senior Grammar School of each County. Section 7 of the new Act alters the mode of apportionment, making it according to the average attendance of pupils in each Grammar School. On referring to the Manual we find Section 5 of the original Act omitted altogether and declared to be "repealed," and Section 6 also struck out, with the exception of two lines referring to the duties of the Chief Superintendent. It seems not to have occurred to the compiler that there was also a portion of Section 5 which was not repealed. That this point may be more clearly understood, we take leave to copy the exact words of the several Section, together with the repealing clause:

From the Act respecting Grammar Schools, 22 Vict. chap. 63:

"SEC. 5. Out of the annual income of such Fund, the sum of four hundred dollars shall be apportioned for the teacher of the Senior Grammar School of each county (unless the average number of scholars be under ten.) and if the average number of scholars be under ten, then the sum of two hundred dollars shall be apportioned.

"SEC. 6. After deducting such yearly sum of four hundred dollars or two hundred dollars apportioned for each Senior Grammar School as aforesaid, the Chief Superintendent of Education shall annually apportion the residue of such annual income to the several counties and unions of counties in Upper Canada, according to the ratio of population in each county and union of counties: as compared with the population of Upper Canada."

* From the Grammar School Improvement Act of 1865:

"SEC. 7. The apportionment payable half-yearly to the Grammar Schools shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the programme of studies prescribed according to law for Grammar Schools, &c." [See the whole Section already quoted in this letter.]

"SEC. 15. So much of the Grammar and Common School Acts of Upper Canada, as are inconsistent with the provisions of this Act, are hereby repealed."

It will be seen at a glance that Section 5 of the original Act contains two distinct expressions of the Legislative will. One of them prescribes the special apportionment for Senior Grammar Schools; and this, being inconsistent with the provision of the late Act, is undoubtedly repealed. The other gives the express sanction of the Legislature to the existence of Grammar Schools with less than ten scholars. This is not inconsistent with the provisions of the recent Act, and in fact is in direct harmony with them. Under the old law, there was, no doubt, an injustice in making the special apportionment for a school of nine pupils half as large as that for a school of a hundred pupils. The new Act removes this inequality, and, by giving to each school in exact proportion to the number of its pupils, renders it of no import-

ance, so far as the distribution of the Fund is concerned, whether the school be large or small. It is evident that the Legislature contemplated no minimum, and that if a school contains but two scholars, it is entitled to its due proportion of the public money, which cannot be legally withheld.

If, notwithstanding this unrepealed expression of the Legislative will, you should determine to carry out the regulation requiring an average of ten pupils learning Latin, together with the regulation excluding girls from being computed as pupils, the immediate effect will probably be to close about half the Grammar Schools in the Province. We find that of the 104 schools returned in 1866, 54 had each less than 40 scholars. As a general rule, it may be estimated that about half the number in each school are girls. And of the boys we find that, to ensure an average attendance of ten pupils through the year, there must be about twenty on the roll. From these facts it will be evident that the rigid enforcement of the new regulations will extinguish about half of our Grammar Schools, while it will leave many of the others in a very precarious position; for we find that no less than twenty-five schools had between forty and fifty pupils.

It is apparent that the views and intentions of the Legislature, and those of the Council of Public Instruction, in regard to our Grammar School system, are entirely different. The difference may be briefly set forth as follows:—

1. The Legislature intended that the schools should be principally devoted to "giving instruction in all the higher branches of a practical English and commercial education;" while, as a secondary object, they should teach Latin, Greek, and Mathematics, so far as to prepare students for entering the University. The Council make the classical and mathematical instruction the main object of the schools, and the teaching of the English branches altogether subordinate.

2. The Legislature desired to extend the advantages of Grammar School instruction as widely as possible, and enacted that schools of any number of pupils, however small, might exist, so long as the local communities were willing to sustain them. The Council look with disfavour upon small schools, and have adopted a regulation which, if carried out, will close the greater number of them.

3. The Legislature, in 1865, when the

schools were known to have about two thousand female pupils, enacted that the Legislative Grant should be apportioned to the schools according to the average attendance of "pupils." The Council direct that though girls may continue to be pupils in the schools, they shall not be computed in apportioning the grant; while the new legal opinion, called forth under the same impression which operates in the Council, excludes them from the schools altogether.

The system intended by the Legislature, if carried out, will ultimately furnish the means of obtaining a superior education, near their homes, and at a moderate expense, to all the children in the Province whose parents or guardians may wish it. The system favored by the Council will restrict the schools to large towns, in each of which a number of boys will be collected together, many of them at a distance from their families, exposed to all the evils and temptations inseparable from large towns, and deprived of the purifying influence which proceeds from the sisterly companionship of girls in the school. As attendance at the schools will be expensive to all but those who reside in these towns, and as the instruction given in them will be directly designed for preparing pupils for college, it will come to be understood that a Grammar School education is the peculiar privilege of a special caste of the community,—that class of persons who are able and disposed to afford their sons a University education. Instead of being, as the Legislature intended, local colleges open to the easy access of children of all classes, the few Grammar Schools which will be left will become institutions mainly for the benefit of the aspiring richer class, and chiefly of that class in the large towns.

To this we may add that the liberal and practical system of instruction designed by the Legislature is that which is now advocated by the highest authorities, and is every year more favored by the oldest and most esteemed institutions of learning in England, as well as in other countries. The contrary system, everywhere else discountenanced and disregarded as unsuited to the wants of our age, finds its last stronghold and support, we regret to say, in the Council of Public Instruction of Ontario.

It is very much in the power of the Chief Superintendent of Education to determine, for the present time, which of these systems shall prevail in this Province. If the legal opinion, recently promulgated, shall

be deemed an obstacle, there would be no difficulty in obtaining an authoritative enactment on that point from the Legislature at its next session; and we are inclined to believe that the respected Law Officer who gave that opinion would willingly lend his aid toward this object.

In the meantime, our duty as a Board of Trustees appears to us quite clear. We cannot see that we have a right to exclude from the school any class of pupils who were admitted in Grammar Schools when the Act of 1865 was passed; and we shall continue to admit girls as pupils into our school. We shall also continue to claim our due share of the Legislative Grant on account of the attendance of these pupils. If this claim is refused, we can do no more than report the circumstance to the County and Village Councils which appointed us, for such action, either through the tribunals or by application to the Legislature, as they may think proper to take. These Councils have both made liberal grants to the school, on the assurance (which from the previous practice of the department we felt entitled to give them,) that the increasing attendance of pupils in our school would secure to us this year an increase of the Legislative grant; instead of which we experience an unexpected and embarrassing diminution.

Your recent circular informs us that the grant to our school for the current year will be \$224, and that this grant is based on the attendance of boys only. As the attendance of girls in our school has been nearly equal to that of boys, we should have received for them at least \$200 more. The loss of this money will be a serious injury to our school. It will oblige us to use, for making up the salary of the master, funds which we had intended to devote to procuring a library and additional apparatus, both of which are much required, and would be of great service to the pupils. This money is taken from us to be given to other schools, whose only claim to it lies in the fact that they have excluded girls from those advantages of education which we, in accordance with previous usage, have extended to them. We most earnestly protest against this spoliation and injustice; and we now respectfully ask from your Department the full apportionment of the Legislative grant to which "the average attendance of pupils" entitles our school.

We also respectfully request to be informed whether it is your intention to en-

force the regulation requiring an average attendance of ten pupils studying Latin. This information is essential, as it will enable us to decide whether we can adopt the non-classical programme for pupils who are not preparing to enter college or to follow the profession of teaching, without thereby endangering the existence of our school.

In conclusion, we beg again to express the sincere respect and gratitude which we

entertain for your constant and most useful exertions in the cause of education, and our hope that your personal views will be in favor of an enlarged, liberal, and practical system of Grammar School instruction, such as we believe to have been designed by the Legislature, and such as the people of this Province, expressing their sentiments through the practice of so many local boards, undoubtedly prefer.

We have the honour to be, Sir,

Your obedient servants,

H. HALE, B. A.,
Chairman,

ROBERT COATS,
Treasurer,

JOSEPH WHITEHEAD, M. P.,

A. D. McDONALD,
Minister Can. Pres. Church.

A. S. FISHER,

W. W. FARRAN,
Reeve of Clinton, Secretary,

Trustees of the Clinton County Grammar School.

[NOTE.—No reply has yet (August 15, 1868,) been received to the foregoing letter of the Clinton Board. But as the Chief Superintendent's letter of Dec. 30, 1867, which forms part of this correspondence, has been published by him in the Toronto papers of July 31, 1868, with no reference to the arguments urged on the other side of the question in the two letters addressed to him, it has been deemed proper to publish the entire correspondence.]

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