

for the highest Education, and when the Classics are neglected, the Education seems to be lowered in character. But we see also that two important modifications must be made in this general statement.

"One is, that the time given to Classics must be so far curtailed, if necessary, as to admit of other important Studies by their side. France curtails the study of Greek for this purpose; Prussia, the practice of Composition; but neither gives up the Classics in her highest Education, nor Latin, even in ranks much below the highest. The Scotch Parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to Industrial Education, has a large proportion of Scholars in Classical Schools. But all these Countries appear to stand above us in the teaching of every subject except the Classics, and England is quite alone in requiring no systematic study in the Mother Tongue.

"The other modification of the general rule in favour of Classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other Studies than that of the most perfect known languages. There are occupations for which Classical studies do not give the proper preparation. Schools like the Realschulen of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times."

Suggestions in Regard to the High Schools and Collegiate Institutes.

From the Report of the Inspectors, and the foregoing remarks, I would strongly urge the following:—

1. That the standard of admission to the High Schools and Collegiate Institutes be uniform throughout the Province.
2. That no Pupils be admitted to the High Schools except on satisfactory passing a Written Examination, and obtaining a minimum of fifty per cent. of the value of the Papers.
3. That suitable Accommodation be provided, in all cases, for the High Schools.
4. That the Programme of Studies and Limit Table, when finally prepared and authorized, be strictly adhered to, except by permission obtained upon the report and recommendation of the Inspector.
5. That at least two competent Masters be employed in every High School.
6. That before the principle of "payment by results" be applied to High Schools, their status and classification, (as a starting point), be ascertained by a Written Examination of the Pupils in one or more of the Classes,—say the highest and lowest.
7. That, in all cases, the Council of Public Instruction shall have the right, through its Inspectors, to determine whether the Answers given in the Written Examination come up or not to the minimum standard.
8. That an additional High School Inspector be appointed, in order that effect may be given to the new System of Payment by Results; and that the three Inspectors be authorized and required, in places where there are High Schools, or Collegiate Institutes, to inquire into the condition and efficiency of the Public and Separate Schools, which are entitled to prepare and send Pupils to the High Schools, or Collegiate Institutes.
9. That Masters of High Schools should, before appointment, be required to furnish some evidence of a knowledge of the Art of Teaching.

XII.—THE ESTABLISHMENT OF INDUSTRIAL SCHOOLS.

Although the School Law of 1850 authorized Boards of Trustees in Cities, Towns and Villages, to establish "any kind, or description, of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "Street Arabs" of our Cities, Towns