

In Victoria, (Australia), "payment by results," to the Schools, is the system adopted. In the last Report of the Board of Education for that Country, published this year, the Board says:—

"The system of 'payment by results,' now in use, appears to be working well, and to give general satisfaction. The fact, that at every Examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst Teachers. Indeed, the wish to obtain a high percentage materially increases the stimulus afforded by the 'result' payments."

XI.—COLLEGIATE INSTITUTES, OR LOCAL COLLEGES.

The High Schools having of necessity been thrown open to Girls, and provision having been made in them for giving a purely English Education apart from Classics, it was thought desirable to prevent the possible extinction, in our Educational System, of a purely Classical School which should serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act of 1871, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached, by any High School, the Trustees of which desired it to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty Boys in Greek, or Latin, and the employment, *bona fide*, of at least four Masters, who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools,—that of Galt. It is hoped that the establishment, throughout the Country, of local Colleges, of the comparatively high standard which such Institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the Country, and will promote, in the highest degree, the best interests of superior Education throughout the Province.

The Study of Latin Necessary in Collegiate Institutes.

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty Boys in Greek and Latin, are the following, which we have quoted, with the recommendations of the English Royal Commissions on the subject. In their Report of 1868, they say:—

"All the Masters examined by us appear to be agreed that nothing teaches English Grammar so easily, or so well, as Latin Grammar, and, next to that, they would place the teaching of some other foreign Grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English Literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin, again, is a common gateway to French, Italian and Spanish. Some Teachers even maintain that French can be taught more easily in company with Latin, than by giving all the time to French alone. . . .

Conclusions and Recommendations of the English Commissioners.

"The conclusions to which we were brought by a review of the opinions put before us, in regard to the subjects of instruction are strongly confirmed by the experience of those Countries that have been most successful in the management of Education. Everywhere we find the Classics still regarded as the best instrument now to be obtained