

ting the correctness of this statement; but even had we no other verification of the teacher's view of the question at issue, we should be justified in hesitating to accept it. It so happens, however, that the Sub-examiners' Reports, which appear in the Blue Books for 1876 and 1877, are, to our mind corroborative of objections germane to the one we are discussing. These Reports deal with the subject as a whole, and read in connection with the papers set at the examinations, are a fairly reliable indication—not of the ability and faithfulness of the teachers—but of what they are able to do under the new mode of controlling educational work. But, as we have said, these Reports are valuable for more reasons than those which have prompted their publication.

Our readers are, of course, aware that the subjects for the Intermediate are grouped and valued as follows:—I. Arithmetic, 100; Algebra, 100; Geometry, 100. II. English Grammar, 180; English Composition, 75; Dictation, 45. III. English Literature, 100; History, 100; Geography, 100. IV. (a) Latin, 300; (b) French, 300; (c) German, 300; (e) Natural Philosophy, 110; Chemistry, 110; Book-keeping, 80. It must also be borne in mind that the maximum value of the correct answer to each question has been given on every paper since July, 1877,—a circumstance which is important in tracing from year to year the influence of the Intermediate. Both teachers and candidates in this way know not only what subjects and what departments of subjects it will pay to study, but also what method of study or teaching will enable them to secure the minimum for pass; for the Intermediate has the disadvantage of being simply a qualifying examination. In fact with the data provided, it is almost possible to reduce "Passing the In-

termediate" to the conditions of an exact science. Of the subjects prescribed for this examination, some are evidently more useful for *educating* than others. No one will maintain that the candidate who makes 60 per cent. on the Geometry paper, for instance, by doing the book-work alone, has acquired the same amount of mental discipline as the one who has proved himself able to work out deductions. It is equally clear that the candidate who makes a good percentage in the English Grammar group, obtaining 60 or 70 per cent. in English Composition is better educated than the one who makes the same percentage in the group but has made up for his 20 per cent. in English Composition by a large percentage in Grammar. The same remarks will apply with equal force to Geography and the Optional Groups. It is notorious amongst High School Masters that most of the candidates make their calculations in accordance with the following scheme:—

In Group I, Book-work in Geometry—which usually counts 55 or 60 per cent. of the paper—will save the student from a plucking; his English Grammar—a subject easily got up so far as Book-work and Analysis and Parsing are concerned—will carry him through Group II; and so on with Geography in Group III; and Chemistry, and French, Latin, and German translation and Grammar in the Optional Groups. In other words he knows that he may safely treat with comparative neglect the study of those subjects that require the exercise of the higher mental powers, if he is able to cram as he goes on, or towards the end of the course. The teacher is, of course, driven to adopt the same plan, and to sacrifice education for the sake of the money grant. In many cases, indeed, he would be powerless to induce the young man or woman aiming at a second-class certificate to devote