

be necessary. If the examination is to be maintained, the standard should be fixed and kept. No examiner should be allowed to alter it, and the Committee which reviews the results of the sub-examiners should decide this point finally. We were promised, on the adoption of the principle of Rotation of Examiners, that each paper would be set by two examiners. This promise has been kept neither in the letter nor the spirit of the Regulations. Had it been, there might have been less trouble with the results. Look at the "Intermediate" in any light we may, it has been nothing but a wretched series of blunders since it was founded—now nearly six years ago.

SHOULD THE "INTERMEDIATE" BE CONTINUED?

We propose this month to state briefly—for the last time, we trust—the prominent objections to the "Intermediate," omitting those that hold against any mere written test of the condition of a school:—

1. Intended to serve as a promotion examination which an ordinary High School pupil might pass after a two years' course of study, it has never been so. The rigidity of its tests and the impossibility of preparing ordinary pupils in the time for the examination, has prevented this. A clever boy or girl may possibly pass after two years' study, but the average High School pupil, for whom the schools are specially intended, cannot do so. Further, it ignores some very important subjects of study and gives undue importance to others. Reading, Writing, Drawing and Music have no examinational value, and are practically dead in our High Schools. It has been said by one of the High School Inspectors, that the examination craze has gone so far that in teaching French many Masters do not trouble themselves about the pronunciation, on the ground that it does not pay. Then again, as Messrs. Marling and Buchan have stated, too much attention is bestowed on Mathematics, and English Composition, English Literature, and the *Litteræ humaniores* generally, do not receive the proper amount of attention.

Many pupils, too, fail at this examination who are more worthy of promotion than many who pass. The Master must, therefore, ignore the examination in his arrangement of his classes, or keep his pupils for another year at the same work, whether their parents wish it or not. In the former case, the school will lose part of the Grant on Upper School attendance, and in the latter the pupil's education will be retarded. As the Master's ability is appraised according to his success at the "Intermediate," we say deliberately that he will be a most Quixotic man if he do not consider his own interests. In a large school the evils are becoming simply unbearable. To the knowledge of the writer, some Institutes have been forced to adopt the following plan:—The Master makes up the number the public expect him to pass, by foraging for and securing candidates for Second Class Certificates, and, if his High School pupils proper fail to pass, he promotes them without regard to the examination. We hold that the Master should be allowed to arrange his school without any regard for examinations other than the Entrance and Leaving Examinations. The "Intermediate" would be less objectionable if it were at the end of the High School course, as the High School Entrance one practically is in the case of Public Schools; but its infliction when it now takes effect, is a most unjustifiable interference with the Master's liberty of action.

It is perfectly true that, so far as the subjects it embraces are concerned, the "Intermediate" may in some respects suit schools that do not attempt higher work than it entails upon them. It is their Leaving Examination; but it is a most serious injury to the schools that take up the present Upper School Programme. The "Intermediate" is not a promotion examination, and the Department has not succeeded in making it one after nearly six years' experience. The Department has, therefore, no right to throw the schools into confusion for two or three months in the year.

2. The "Intermediate" seriously interferes with classical culture. It has done a good