

to plough, dig ditches, or do some other honest, healthful, manual labour that would, at least, be profitable to the community. Six weeks or more of such treatment would bring these idlers to their senses, and many a hard-worked schoolmaster and schoolmistress would then be able to get satisfactory work out of them.

Of course, I should not wish to be understood to class the majority of High School pupils among the lazy and incompetent. By no means. I know only too well how ambitious most of them are, how hard they work, and how hard they and their fathers save that they may get a good "education," or enter a profession. But just here comes in the difficulty.

They are, for the most part, in too great a hurry. They often think education consists in acquiring facts, especially facts of the right kind and of sufficient quantity for passing examinations. If by chance they have a nobler conception of what it all means, they still have in many cases a fully developed opinion concerning the commercial value of a departmental certificate or of a university degree. "Money, money" is the constant cry. "We cannot waste a year in waiting for longer preparation." Among the most satisfactory memories I can recall in connection with my work in secondary schools is my having been able, at odd times, to persuade boys that one year more at school is not only not a year lost, but is, on the other hand, more than a year gained. Nor have I yet heard that any so persuaded regrets his change of plan. Quite the reverse.

Knowing, as I do, how burdensome regulations may become by reason of their number, I should hesitate to advocate needless additions to those already in existence. It does seem, though, as if we have

come to the point in the conduct of our educational business where unwise haste should be checked by making it necessary for every intending candidate to have a recommendation from his headmaster. The headmaster and his colleagues have to take the blame for the failure of over-anxious, over-hasty candidates insufficiently prepared, just as much as for that of the class before referred to. Many a master has been more than vexed to find people presenting themselves for examination whom he knows to be totally unfit. Yet, even with the new system of reports introduced this year, he has not sufficient protection for himself and his staff.

This question of protection is a very serious and pressing one. Any man who has had to do with examining must recognize that fact. A case something like this was brought to my notice last summer by an associate examiner who is not unknown as a schoolmaster. A candidate for the Senior Leaving comes into the school in September and is to go up next July. He knows nothing of German, and must get up grammar enough to answer your questions and be able to write a bit of prose. Besides, he must prepare two authors. If he does not pass, the master is blamed, and, as he tells me, his position or, at any rate, his reputation, is endangered. To apply the argument practically, I am told that leniency should be shown, and that it is all very fine for me who am not subject to this kind of pressure to hew to the line in maintaining the standard called for in the printed regulations. In vain do I point out that a year is not a sufficient time in which to begin and carry on far enough the study of any language to pass the Senior Leaving. Equally vain is my advice to let the board and the public think as they like. So