

quiring and for pursuing these beauties in literature and art for themselves when school life is over. But the every recurring intermediate forbids teachers this pleasure. Our young people leave school, glad at escaping the drudgery of preparing lessons. They look upon the acquisition of learning with no friendly eye: can we wonder then that they don't pursue it? If they read at all, what is it they read? The reports of the librarians of Mechanics' Institutes and of free and circulating libraries of all kinds, join in the one lament that works of History, Travel, Discovery, Science, all remain upon the shelves, and that scarcely anything is sought by young people but the inevitable novel! If attempts are made from time to time to get up clubs for debate and mutual improvement, after a brief existence, they collapse and prove a failure.

Young people of both sexes thus leave our high schools, not only with no love for intellectual pursuits, but in the majority of cases with a positive dislike to them. And this is not the whole of the mischief. The severe mental strain, and the deprivation of proper exercise and rest to which young people from thirteen to seventeen are subjected when preparing for the intermediate and other examinations, cannot be otherwise than injurious to body as well as to mind. This effect has frequently been pointed out and deplored by Head Masters in the Annual Convention, and numerous cases cited in which girls and young women who had every chance of success had fairly broken down just before and during the examination, unable any longer to bear up under the intense strain. Not unfrequently parents who have had one son or daughter go through it, positively refuse to subject another of their children to the ordeal. It would

be a digression from the subject, else we should like to show how entirely unsuited several of the subjects of this examination are for girls, and to urge a revival of the programme, at least with regard to the amount and kind of mathematics exacted from them. But the following incident is not foreign to the purpose, since it exhibits another evil consequence of the system under consideration, viz.: the possibility of a young man being able to pass examination after examination, and yet be entirely wanting in all that constitutes an intelligent and well-read man. An undergraduate in one of the colleges in Toronto, in his third year, was spending the evening at the house of a friend of the writer, at the time the papers were giving the doings of Dean Stanley on this side the Atlantic, and the conversation turned upon that famous ecclesiastic. The undergraduate remarked that Dean Stanley was a great traveller. The host, who scented a joke, replied that he was aware that the Dean had accompanied the Prince of Wales in his tour in the East, but he didn't know that otherwise he deserved the name of a traveller. For his enlightenment the undergraduate remarked, "Why he has lately completed the journey across the continent of Africa." Since this occurrence the papers have reported this young man scholar and prizeman of his college!

But it may be said—"The whole tenor of your paper is destructive: to pull a system to pieces is far easier than to build up another in its place;" and it may be asked what have you of a constructive nature to suggest instead? It is but fair that before closing we should meet this question. Any one who has followed us and has interpreted our remarks as we desire to have them interpreted, will perceive that we have not written one word against the