

ament, surroundings, etc., the pressure which in one case operates as a healthy stimulus, may in another be found unbearable; but it is impossible to provide in a system for special cases. We are not of opinion that the pressure of the intermediate examination is now generally found to be too severe."

In the present condition of matters it is unnecessary to demonstrate the unsoundness of this *ipse dixit*. On the recommendation of Prof. Young, who, as stated by Mr. Crooks, has after about three years' rumination come to the conclusion reached by the profession in as many months, "that the pressure of the Intermediate is generally found to be too severe," it has been decided by the Department to hold, in future, but one a year. We only regret, in the interest of sound mental and physical education, that mitigation of the evil and not annihilation has been the result of the deliberations of the Chairman of the Central Committee. That before long the pernicious effects of the unhealthy stimulus to which our High Schools are being subjected will show themselves still more plainly, we do not for a moment doubt; nor do we hesitate to believe that this tardy concession will pave the way to a complete remodelling of the whole scheme. We do not, however, intend to discuss this important modification of the original plan until the details are before the public; but we most decidedly object to the perpetuation of what will now more than ever become a delusive misnomer—the title "Payment by Results."

The second objection noted by the High School Inspectors is the one to which we desire in the meantime to direct particular attention:—

"The objection brought against the intermediate examination that it fosters cramming is one which, if valid, involves in a common condemnation all

written examinations for the purpose of classifying or in any way determining the standing or attainments of candidates. It has great weight with those whose minds are under the dominion, not of ideas, but of words. Cramming may be defined to mean filling the mind with knowledge which is not so thoroughly assimilated as to become a permanent possession. In this sense the Intermediate Examination has absolutely lessened cramming. The knowledge imparted now is far more thoroughly assimilated than that imparted before it was established. There is, of course, still much learned which is soon forgotten. But is it important that every fact memorized or line of reasoning employed in school, should be retained forever? Should not educators aim rather at training the mind than at making it a lumber room for the preservation of that which were better destroyed?"

After the reception their other "opinion" has met with from the Minister of Education and Prof. Young, who, doubtlessly, know how to estimate the capacity of their subordinates, little importance might be attached to the bristling assertions which form the sum and substance of the above paragraph. Any unprejudiced observer will conclude that the unanimous opinion of the High School Masters, based in their case, we may add, on personal observation and experience—that this system does increase the tendency "to cram" even in the restricted sense in which the term is employed above—is worth more consideration than has hitherto been given it. We know that it has been asserted that most of the Masters are so averse to hard work and the employment of methods of teaching that entail additional labour, that they are willing to press any objection likely to aid in restoring them to that land of Lotos-eaters in which they dwelt before 1876. We have no means of estima-