

The whole machinery of the school is arranged with a single eye to this purpose; every other consideration yields to it, and all work is valued by both teacher and pupil by its bearing on the intermediate examination. Masters find themselves scanning carefully the nature and extent of previous question-papers and arranging that so many subjects and so much of a subject shall be taught as will help a candidate "to pass the intermediate." And this is not because masters are unconscious that this sort of thing is not education; as we have said, very many of them feel keenly the degradation of having to turn themselves into "coaches" and "grinds." But it is because they find themselves obliged to yield to public opinion which has come to place a false estimate upon school work. By the way in which the results of intermediate examinations have been published, by self-laudatory notices of masters, in local papers, which sometimes contain an invidious and uncourteous comparison between the success of their schools and the non-success of other neighbouring ones, and by glaring advertisements of some Collegiate Institutes and high schools, now and then slightly colored to suit the public tastes, the public have been trained of late years to judge of the excellency of a high school by the intermediate pupils it passes. But, as Dr. Wiese remarks, with reference to the same evil in English schools, "the public in this case may be greatly deceived. We, in Germany, consider this very stimulus unsuited for the teachers as well as for the pupils, and we do not wish to see the quiet course of instruction disturbed in the manner in which it is done in England. We regard the school as too good a thing for such a purpose; it has higher aims than those of a 'racing stable' as some

one in England expressed himself in speaking of its schools."

We have stated our belief that in our Collegiate Institutes, high schools, and large public schools, there are masters who know well what education should be; but that the high pressure at which they have to drive the school machinery (particularly in high schools, in the manufacture of intermediate pupils) renders it next to impossible to pay any attention to it. Examinations being the criteria of success, teachers and pupils are led to set no value on that which does not qualify for passing them. Let us trace this result a little further, especially as it affects the after-life of high-school pupils, and see if we shall find anything more to congratulate ourselves upon than we did in the case of country pupils. We willingly concede that the introduction of intermediate examinations into our high-school system has given an immense impetus to high-school work—has vastly increased the amount of work "gone over," but we hold that the coaching and cramming, and the restless push to which it has given rise, leave no time for intellectual and æsthetic culture or for proper mental assimilation. Could teachers frequently give themselves the treat of "a talk" with their forms over some strikingly beautiful passage in literature, or object in art; or over some exhibition of noble and lofty conduct; or the treat of watching the look of extreme satisfaction and peculiar twinkle of eye which a boy's face manifests when light is dawning upon some knotty point because he has brought to bear upon it some piece of previously well assimilated information—has dove-tailed apparently disjointed facts,—they might expect to turn out youths imbued with a love for ac-