

the ante-chamber of an examination room."

Let us now look for a moment at the result of this rage for examinations. Any one who has followed us thus far is prepared to believe that, in this race for the prizes which are only to be won by passing examinations, education in any true sense of the word is almost entirely overlooked. It is to be feared that many of the young people into whose hands the bulk of the teaching of our common schools is entrusted have themselves no proper conception of *education* as distinguished from *instruction*. At best, their ideas of their calling rise no higher than the faithful discharge of the daily duty of "hearing" classes. And in this no blame attaches to them, for until the introduction of model schools they could only win the legal right to teach by passing the requisite examination in book subjects. The examination rush made education an impossibility in their own case, and they can only reproduce in their schools *mutatis mutandis*, the system which has produced them. If it is true that, till very lately, in the preparation of these young persons for their work, culture had no place, and since they cannot be expected to impart what they themselves have not obtained, it follows that it would be useless to look for much culture in our rural population.

That the low intellectual status of our native rustic population is directly traceable to the absence of education, properly so called, in our rural schools, no one can doubt. And here, we again disclaim making any charge against the teacher. We know that, youthful as many of them are, they discharge their duties most faithfully, according to the light they have. If they instruct much and yet educate little, the fault is not theirs; it rests with the system under

which they have been trained to set so much value upon the acquisition of mere book-facts.

Let us now turn and see how the case stands with high schools. We know that there are many of the older teachers of public schools in large villages and towns, and the vast majority of high-school masters and teachers who have as lofty conceptions of the nature of true education as any one can wish, and who feel keenly the degradation of their calling into mere "coaching" for examination. They wish to educate as well as to instruct; they wish to cultivate the mind and heart as well as to teach and fill the head; they wish to develop independent thought—to turn out men and women who can think and act for themselves and whose trained judgments shall be proof against sophisms of all kinds, whether propounded by politician or preacher;—they wish to send forth men and women with cultivated literary and artistic tastes; they wish to imbue their pupils with such a love for knowledge, *per se*, that they will, when school is left, seek their highest pleasure in continuing its pursuit.

But what time is there for this work, so important, it must be confessed, to the well-being of the individual and of the nation? What encouragement is there to enter upon it, since in its very nature it cannot be measured by a written examination? We think we can reply for high-school masters and teachers (especially since the establishment of intermediate examinations) by filing to both queries the answer—none or very little. So great is the abnormal pressure that has followed the introduction of the intermediate system into our high schools, that the desire to have a large number of successful intermediate candidates nearly swamps every other question.