

race. Granting that post-school life is a race, resulting, it may be, "in the survival of the fittest," is it desirable that that race should be begun so soon as a child emerges from infancy? Is it human of us that we should be less considerate of our boys and girls than owners of "studs" are of their race horses? These are allowed to reach full growth before being "entered." We, indeed, often enter our children for the race before infancy is passed, and goad them on in it by examination after examination all over the course.

We say "goad them on," for what is the spur which the system disposes a teacher to apply to the pupil whose industry or whose endurance is flagging? Does he work upon the love of knowing things so natural to children,—encourage them to climb the hill of knowledge for the boon of enjoying the ever widening landscape that opens before them as they ascend, and does he debate on the supreme pleasure which a well stored mind at all times yields to its possessor? Does he, with the older pupils, point out that the difference between man and the brute creation is the possession of an intellect—that a man with an uncultivated intellect is on a par with the brute, and that he becomes a real man and surpasses the brute just in proportion as he cultivates his mental powers? Does he even take the lower ground and point out the superior usefulness—the many advantages—that accrue to himself and to the community from a man's being educated?

Is it not true that for once that a teacher's remarks take a form like this, ninety-nine times they take the following:—"I know where you'll be in Friday's examination; at foot of the list!" "So sure as you work no harder you'll be plucked at the next intermediate and thereby disgrace

yourself and discredit the school." Is not the jaded university class warned that "honours and scholarships are not to be had for the asking?" And if this is the case, let us not blame the teacher but the system which sets so much value on the mere ability to pass examinations. We may be sure that so long as a head-master is led to measure his assistants' work, not by the intellectual culture imparted—the independent thought evoked, but by the number they periodically get ready for promotion;—so long as the work of that head-master himself is measured by the trustees, by the municipality, by the educational authorities, and by the country at large, not by the number of men and women of sterling worth and character he turns out, a credit to themselves and useful to the nation, but by the number he pulls through the matriculation or intermediate examination, so long will teachers be induced to appeal to this low motive in pupils, and what is worse, perhaps, so long will pupils be tempted to rate a teacher by his ability to "coach" than to pass examinations. But, as some one asks, is not "a system whereby the teachers of a country are converted into 'coaches,' by its very nature, hostile to the true conception of education?" and it cannot be gainsaid that it is. Many thoughtful educators in England have come to see that examinations are far from being the unmixed good they were once supposed to be. The following remark quoted by Dr. Wiese is significant of the change of opinion that has recently taken place:—"No school which converts itself into a coaching establishment is a place of education in the proper sense of the term. There is a repose, a calm, a stability in the steady march of all sound education, which is alien to the feverish spirit which animates