

the points described above were consciously before my mind while making the sketch. That is a result of after reflection. The work of art is unreflective and spontaneous. Rules can not be given by which pictures may be made; but rules may be deduced from pictures by which they may be understood. This, I think, is somewhat analogous to the work of the teachers of English, and some

such work should be undertaken in connection with the teaching of art also in our Secondary Schools.

This sort of education would not have in view the training of artists, but of an intelligent and appreciative public. It would be general and not special, and as such would be fitly included in the programme of studies for our High Schools and Collegiate Institutes.

THE ENGLISH PAPERS OF THE RECENT HIGH SCHOOL EXAMINATIONS.

M. F. LIBBY, ENGLISH MASTER PARKDALE C. I.

ONE morning after the autocrat had been guilty of an uncommonly daring paradox "the old gentleman who sits opposite" sniffed audibly and said the autocrat talked like a transcendentalist; for his part common sense was good enough for him. "Precisely so, my dear sir," replied that subtle philosopher, "common sense, as you understand it." There is of course in this retort a gentle Bostonian suggestion that a common sense exists which may be inhaled and exhaled on higher and freer levels than that enjoyed by the old gentleman opposite, and our paradoxical transcendentalist proceeds to moralize as follows: "I show my thought, another his; if they agree, well; if they differ, we find the largest common factor, if we can, but at any rate avoid disputing about remainders and fractions."

We must all judge from the highest horizon-scanning point of view by us attainable and then if we speak emphatically and enthusiastically of what we see, not those who stand higher surely will accuse us of dogmatism or narrowness though other critics may be unable to find our truth other than paradox

or worse. It must often be observed by men of great powers of vision that dogmatism and fanaticism produce a style of expression very like that produced by fervour of conviction. This paper is intended to be a criticism of the recent English papers from the writer's point of view and will probably be acceptable in some degree to those whom it may concern, on account of the fact that it is, to the full limit of consciousness, a candid expression of the opinion of one deeply interested. While I have had the very best opportunities of knowing the opinions of a majority of the leading English Masters of Ontario concerning these papers and while I believe that I am for the most part in accord with that majority, I make no claim to speak for any but myself.

That the nature of the questions asked in a subject at the July examinations is of the very last importance to the well-being of that subject is universally conceded; this truth is ever present in the mind of the actual teacher but is perhaps not so potent in the council of examiners. Whether rightly or wrongly, the vast majority of teachers and pupils regard the "old papers" in a subject as their