

classes in most, except for those subjects enumerated above, which now have little value from an examinational point of view. Every master who prepares candidates for the Intermediate knows how easy it is in many cases to induce the young High School entrant—who aims at a Third-class Certificate—to aspire to a Second-class non-professional, before proceeding to teach on the former. And under the arrangement suggested, the holder of a Second A. non-professional Certificate would often need little persuasion to remain at school until he had obtained a still higher grade. So that one effect of High-school influence would be to supply our Public Schools with many holders of Second-class Professional Certificates who had already obtained a First-

class non-professional. We may in time have too many Second-class teachers ; we cannot have too many of the highest grade. The general interests of education would also be benefited. As matters stand, the University Examinations—Matriculation and Local—provide “Leaving examinations” for students of Classics, Mathematics, Modern Languages and English ; the non-professional First would become the “Terminal” for the student whose means and opportunities might not allow him to take a University course. No new examination would need to be invented to harass the unfortunate victim of educational experiments. This one would wear a familiar face, and be robbed of half its terrors for both master and student.

FIRST PRINCIPLES OF EDUCATION.*

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THERE is scarcely any subject of human interest which has not been submitted during the present century to a more rigorous process of overhauling and reform than at any previous period. Our age has been, so far, at any rate, one of universal, merciless, and radical criticism of old theories, old customs, and old beliefs. To very many it has seemed that the spirit of the day was purely destructive and iconoclastic ; and not a few worthy people consider it absolutely retrogressive, and sigh for the more “settled” times of long, long ago. But they may safely be said to be in a minority now ; and the firm conviction

of mankind in general, and of all but a small and eccentric school of the deeper thinkers, is that we have taken vast strides in advance of our fathers, and that our age is one not only of transition and upheaval, but of astounding progress. Moreover, signs are not wanting that we are beginning to emerge from the intermediate stage of criticism, analysis, and destruction, into that of reorganization and synthesis ; beginning to build afresh upon the *disjecta membra* of the old errors we have overthrown.

Turning to Education, we find that its condition has been no more stationary than that of any other matter

* EDUCATION : INTELLECTUAL, MORAL AND PHYSICAL, by Herbert Spencer, New York : D. Appleton & Co., 1871.