

pupils, not from rural schools alone, but from towns and villages as well, and these figures are, probably, fairly representative of the rest of the Province, leaving out the cities. As the total number of the Entrance candidates is about 20 per cent. of the enrolment of pupils in the Fourth Class, the proficiency of the remaining 80 per cent. may be imagined. Would it not be wiser, before substituting the Public School Leaving for the Entrance Examination, to exact a higher standing in the leading subjects of the latter, so as to ensure some thoroughness in old before adding new branches?

On the principle of "like teacher, like pupils," would it be unfair to conclude that the Teachers of these pupils are weak along the same lines?

How many of the successful Primary and Junior Leaving candidates make less than half in Grammar and Arithmetic is, of course, known only to Providence and the Education Department, but judging from the standing of the unsuccessful ones, and from hints dropped by Examiners "in moments of weakness," it is safe to conclude that the showing is not very unlike that of the Entrance.

Let us endeavor to discover the causes of this state of affairs. For the purposes of this inquiry, only the Third Class teachers will be considered, since outside of the cities and towns they constitute about three-fourths of all the teachers. The Primary Examination is a combination and a compromise, an attempt to accomplish by one examination two very different purposes—to test, on the one hand, the scholarship of prospective teachers, and on the other, the fitness of High School pupils for promotion to a higher form. The greater number of students do not propose to become teachers. Their ultimate aim is Law, Medicine, Dentistry, or a Course in Arts, or one at the School

of Science or Agricultural College; and to meet their requirements, Latin, French, German, Physics, and Botany are added to the course of study. It is not *essential* that Third Class teachers should have a knowledge of these, because they have no occasion to teach them, but for the sake of *uniformity*, they must form a part of the teacher's course. The plea is that teachers should know more widely than they teach, that the more liberal their education the better. This is more plausible than real—wide culture is valuable, provided the width be not at the expense of depth, and it is just here that the mode of applying the principle destroys or prevents all good effects. As regards the greater number of the High School students, an average standing in English and Mathematics is all they wish or require, and so again, for the sake of *uniformity*, all are levelled down to the same pernicious $33\frac{1}{3}$ subject percentage, and 50 per cent. total. As a matter of fact, students pay particular attention to those branches that will be of most importance to them in their future course, and consequently those who propose to follow a profession, easily secure a high standing on the elementary papers set in Latin, French, German, or Physics and Botany. Now each of these is valued for examination purposes at 200 marks, very nearly one-third of the total required for a Primary certificate. It can easily be seen then, that although *all* who pass may not necessarily be weak in Arithmetic and Grammar, it is possible for all to be so, and many are. But this examination opens the gate, so far as literary qualification is concerned, for all students alike to enter the teacher's calling and hence we have the anomaly of teachers better acquainted with the subjects they do not teach than with those they must teach. Judge, for example, what is