

DEPARTMENTAL EXAMINATIONS.

It will be interesting to compare the numbers of those who wrote at the various examinations with those of the successful candidates.

Entrance to High Schools, number examined, 13,600; number passed, 6,768; percentage of passes, 49. Non-Professional Certificates, 5,055, 2,076, 31; Professional Certificates of Third Class, 1,445, 1,376, 95.

We are not able to give similar statistics of the Normal School examinations for Profession Second Class Certificates, but we have learned from other sources that the percentage of those who passed was considerably over ninety. Now, why should there be such a discrepancy between the percentages of those who passed non-professional and those who passed professional examinations? It has been contended by some that the former weed out the inefficient ones so completely that little is left to be done but to train the remainder for their professional duties. This would be a valid argument, provided both the non-professional and the professional examinations tested the same qualifications; but while the

one merely shows the successful student, the other is intended to show the successful teacher. Besides, we know that in past years the Normal School examinations resulted in plucking considerable numbers, and we find by the statistics of the Model Schools that there are some creditable exceptions to the indiscriminate passage of candidates. In Middlesex, for instance, a considerable number was rejected. The examiners for the London Model School rejected seven out of thirty-eight, while the Strathroy examiners rejected thirteen out of thirty-seven. We have said enough to show that our professional examinations, as at present conducted, are far from protecting the country against the influx of inefficient teachers into the profession. We see no remedy but that which would result from the establishment of a College of Preceptors, a part of whose functions would be the management of these professional examinations. Such a body, by reason of its existence, would feel bound to protect the public and the profession from the admission of any but competent persons to the ranks of the teaching profession.

OBJECT-LESSONS, giving pupils ideas and thoughts with which they are already familiar, are to be avoided. The interest of a lesson depends very much upon its novelty; and if this element is wanting, there is very little left to create a permanent impression.

For the remarkable progress of the half-century now past, we are not indebted solely to enlightened State action; individual initiative and munificence have done much, and it is significant that it is this part of the educational work which satisfies more completely the requirements of the highest culture than the corresponding work due to Government. For instance, of the three Universities founded in the Queen's reign, the Victoria University, which owes its origin to the munificence of John Owens, is the one which best fulfils the true function of a University.

The London University and the Royal

University of Ireland, although they render useful service to education, are now felt to be maimed in their functions and inadequate, in that they do not provide for the teaching of high and disinterested studies by gifted teachers. It is the great function of a University to bring young people within the influence of great teachers, to the end that their characters and intellects may be formed by this influence.

It cannot be too frequently asserted that the conferring of degrees, and the examining for these, is not the best or highest work of a University. It is to be hoped that London, having all the materials for a Teaching University ready to hand—Sion College, Gresham College, King's and University, to name no others—will, before the close of this Jubilee Year, lose its singular pre-eminence in being the only great European capital without a Teaching University.