

public as *the* Test. The only way to cure this is to abolish the cause, for it cannot be modified so as to meet the objections. No examination can possibly be devised that will gauge the results of honest educational effort.

(f) We hold that the moral tone of both Masters and pupils has been lowered. It is notorious that copying and other irregularities are largely practised in many localities, winked at by the sub-examiners, and undetected by the Department. The Investigation now going on at Owen Sound shews this clearly, and we fear there can be little doubt that the condition of school morality in many other places is little better. Examination frauds are the natural outcome of this state of affairs. The Master, too, is often "up to all sorts of games" in publishing the results. The local paper abets him, and jealousy, ill-will, and misrepresentation prevail.

The "Intermediate" has certainly done good; no one will deny this. We maintain, however, that the evils we have pointed out (and more might be added) far more than counterbalance the advantages. The Education Department theory seems to have been that the High School Master is an arrant knave—a man of undoubted acumen, but "for ways that are dark and for tricks that are vain," a regular Heathen Chinese—a development of the species Schoolmaster that must be carefully watched and hedged in—a man who must be made honest by compulsion and moral by Education Office Regulations. We would suggest that the time has come to give him a chance. The High School Master is just as moral as most men and just as faithful. He has at any rate proved himself to be a better judge of what our schools need than the officials who have brought about the present wretched mess; for the Masters as a body opposed "Payment by Results" from the very first, mainly on the grounds we have urged.

The advocates of this so-called "system" point to the general advancement of education as the result of the "Intermediate." We have shown that the results are more

apparent than real, and we maintain that the recent changes are due mainly to the provisions of the Revised School Act, that gave High School Boards the right of taxation. This is what gave the impetus to our schools. The High School Entrance Examination has also done much, for the School system is now a series of gradations, and a very large proportion of our High School pupils are doing little more than Public School work. Omitting a smattering of French, German, and Latin, what difference is there between the First and Second Forms of our High Schools and the Fifth and Sixth Forms of the Public Schools? The schools have settled into their present relations since the inception of the "Intermediate," and it is since then that the "utilization" of the High Schools has taken place.

As a solution of the difficulties we propose the following changes, the latter of which has already been advocated by the High School Masters' Section.

We may observe parenthetically that it is true that, by a vote of ten to nine (many not voting at all), the same Section asked for a grant of \$3 in case of each pupil that might succeed in passing the "Intermediate." This, however, would not have passed in a full meeting, and was agreed to by the above vote on the supposition that the Department had determined to maintain the Examination, and that in this way some of the smaller schools, which would have no chance of the Collegiate Institute Grant, would receive a larger share of Government support.

PROPOSED CHANGES.

I. *The abolition of the "Intermediate" as a High School Promotion or "Inspectoral" Examination, and its retention for Teachers' and Primary Professional Examinations.*

In this form it may still do a great deal of good—more, probably, than any other examination we have, for it would be more general in its operation. It would be an important agency in the advancement of education in all our schools, and particularly in those whose highest limit is this examination, while it would not interfere with the sym-