

not be confined to one class of our people, nor will its effects be past in a day. In communities where ignorance of education's laws exists, the first and only measure of a Public School teacher's ability is the number of pupils he passes at the Entrance and P.S.L. examinations. If he is not as great as his neighbor in this respect complaints are soon heard, and not infrequently these complaints reach the teacher's ears, and this only serves as a stimulus for him to "cram" all the harder next year, and who shall say where it will end, and this is only one evil. The next is the effect on the pupils themselves. Failure seldom does an honest pupil good. Perhaps we may say never. It is useless for any one to argue otherwise. We have never heard of a teacher advising unlikely pupils to go up for examination. But this would be his proper course if he believed failure would benefit them, so we are going to make the assertion that no one believes a failure does good to an honest pupil. And failure is certainly not an indifferent thing. Therefore it must be harmful. Possibly no one will think of denying this. And, this being admitted, who can estimate the loss to our country's manhood and womanhood by the blighting of so many bright hopes and honest efforts. In what currency can such a misfortune be calculated? Many life purposes will necessarily be changed. Likely most will be blunted. How difficult a thing it will be to get these disappointed hundreds to vigorously prosecute their school work this year!

It seems the P.S.L. examination has long been misunderstood in rural sections. It is exactly what its name implies—an examination for pupils leaving Public School who do not intend to go to High School. Methinks the name has had a grim interpretation this year, as many will doubtless *leave* Public School although the examination has not been passed. Now, wisely

enough, the Departmental regulations have given this examination an Entrance qualification. It will admit to a High School. And in this very provision many a rural pupil has taken refuge. There are no fees at Public School, and so he continues there a year or more after passing the Entrance, to the very decided detriment of all beneath him. The careful and obliging teacher faces his task. His position depends only too much on obliging the parents of his section. He finds himself alone (or perhaps with one assistant) to prepare an Entrance and a P.S.L. class and teach about eight or ten other classes in the lower forms. He finds it necessary to begin operations at eight o'clock, and, having been satisfied with half an hour at noon, he sees the "level sun" as he leaves the school on the winter evening. He devotes, perhaps, two hours extra to his school work each day, and then, when the last lesson has been taught, and the year has rolled round, and the examination has been written, if his pupils have not achieved success, the heartsick drudge of a teacher, instead of receiving from the parents a "Well done, good and faithful servant," too often hears, "Depart from me, and look for another school, or take \$50 less next year."

This state of affairs has surely reached the climax now. Cutting off the Primary certificate is bound soon to make teachers less numerous. Then, this year's results have opened the eyes of many to facts they did not formerly know. A vigorous protest from all true educationists would surely do much to educate trustees in what is a reasonable amount of work for a teacher in a rural school. It is surely time to call a halt of this wretched farce. The profession should speak out and declare itself against cramming for Entrance and P.S.L. It is folly to hope that one teacher can properly prepare both classes in one year and do justice