

Institutes, only *ten* for the first half of 1880, and *fourteen* for the second half, had an Upper School average attendance of ten and over. This speaks volumes. There is reason, too, to believe that the number of High Schools sending Honor candidates to the Universities is diminishing. The total number of candidates is not less, but they come from fewer schools.

(b) The tendency is to neglect pupils whose intelligence is a little less than the ordinary "Intermediate" *quantum*. The Master is driven to concentrate his energies on those who are likely to pass. That this spirit prevails is an undoubted fact. How can it be otherwise? One of the High School Inspectors, at a meeting of the High School Committee held in Toronto about four years ago, referred to these results, and, to the amazement of all who heard him, justified this grotesque and immoral application to education of the Darwinian doctrine of Natural Selection. We take another view of the question. Apart from the religious aspect of the matter, we hold that it is man's chief end to benefit his fellow-men, and that the Master's duty is to do all in his power to help the stupid and energize the indolent. The clever boy can take care of himself. The larger proportion of our pupils are of very ordinary ability. It is not one in four hundred that has really good mental powers, and no system of education should be tolerated for a day that puts on the teacher the pressure we object to. It would be worth the Minister's while to find out how many genuine High School pupils pass the "Intermediate." The statement of results does not separate them from the teachers. We have taken the trouble to find out the proportion in a good number of schools, and we have reason to believe that from sixty to seventy per cent. of those who pass are teachers. The exceedingly small number who remain for Upper School work would shew this, if there were nothing else to justify us in our view of the case. In estimating the good effects of the "Intermediate," it should not be forgotten that, after the first examination, the Second Class Teachers' Examination

was combined with the High School Promotion Examination. We maintain, therefore, that the boasted progress of our High Schools is more apparent than real. Not more than 150 or 200 of the 700 who really passed last July were genuine products of the High School system.

(c) The candidate for a Second Class Certificate has become an object of absorbing interest to the Master, who knows that a teacher who has been ordinarily diligent since he obtained his Third Class, can take on the required amount of polish in about six months. Crowds of this species of "Intermediate" candidates enter the schools at Christmas, and "go in for a regular cram" till July. The boy and girl of tender years and immature intellect are classed with them, and either fall back discouraged or run the risk of mental injury. Experience shews us that the High School Masters were wrong in desiring the amalgamation of the two examinations. The class of pupils for whom the schools were designed suffer in the struggle. The preparation of candidates for Teachers' Certificates must be made a subordinate element in the Masters' calculations, not the chief one as it now is.

(d) The Masters must teach for the examination, and the pupils must study for it. It is a stimulus, there is no doubt whatever. But it prevents the proper kind of teaching from being done, by confining the Masters' efforts to the narrow rut worn out from year to year by the Examination papers; while the pupil generally falls back into lethargy when it is withdrawn. It is very difficult to get pupils to continue their studies now, unless some examination be held up as the motive for exertion. Love for learning is practically non-existent in our High Schools. Ask a boy to study, and he will tell you he doesn't want to pass any examination. "What's the use? I don't want to be a teacher. I don't want to go to the University."

(e) Not the least deplorable result is that this examination, which is no test of the real condition of a school, and no test of the ability of the Masters, is regarded by the