

youth depends upon it to a much greater extent than is generally recognized.

Dr. Wilson very properly lays great stress upon that informal dropping of the seed, which should form a part of every teacher's system. But he also says "it would seem to be by no means beyond the range of probabilities that a selection of approved Scripture lessons, unobjectionable to Catholics and Protestants, might be determined on for such a simple daily service." This, I think, is exactly what is required. The reading of a short passage, chosen at random, followed by the authorized prayers, is in many cases little more than a mockery, and I think I am safe in saying that it is entirely unproductive of the good required.

For some time past I have made a selection of lessons from the historical portion of the Bible, commencing with the account of the Creation. I have found that a few verses read, and rendered into English intelligible to very small children, has been successful in creating an interest, and in fixing the attention. The law requires the teaching of the Commandments. What will impress them better, or interest the pupils more, than the account of the children of Israel at Mount Sinai? I had much more difficulty in teaching the Commandments before we came to this lesson than subsequently.

I am convinced that a set of lessons unobjectionable to both religious sects could be determined upon without much difficulty, and that such a set of lessons would prove a boon to teachers and a blessing to the country.

Yours etc., TEACHER.

Madoc.

THE INTERMEDIATE EXAMINATION.

To the Editor of the *C. E. Monthly*.

SIR,—Your strictures in the September number of the *MONTHLY* upon the *modus operandi* of the Intermediate Examination, "that pestilent visitor of our High Schools," have been made not a day too soon. I am sorry indeed, that they did not appear sooner. When masters consider how much in many instances, I may say in almost every instance,

depends upon the results of these examinations, it becomes absolutely necessary, that the Minister of Education should exercise the greatest care in seeing that the reading of the candidates' papers is conducted in the most satisfactory manner possible. If this examination is to continue the test by which teachers' positions, salaries, and reputations, are to be determined, it surely is high time that the Minister of Education is compelled to adopt a different method of selecting sub-examiners and of assigning their work. Impecunious lawyers and law-students have no right to supplant teachers in the work which specially belongs to them, and for which they surely ought to be better fitted than those who have had little or no experience in the business. As a teacher of many years' experience, and as an examiner of teachers for the last nine years, I consider eight hours a day too many for the majority of examiners to sit and read papers that should be valued as accurately as possible. I agree with you, that, during the examination, examiners should be required to give their attention fully to the work in hand; and that no such practices as you mention should be tolerated. If teachers and inspectors were assigned to this work, they could have no reasonable excuse for attending to any other business during the reading of the Intermediate papers. When I consider the cost of this examination to the country, and the miserable results, chiefly growing out of the system under which it is conducted, I think it time for its abolition to be made a live question with the High School Masters. Surely Head Masters of High Schools are fully competent to judge whether a pupil is fit for promotion from the Lower to the Upper school. The University examinations are now taken as the standard for Non-professional First Class certificates. I think that Third and Second Class certificates may be provided for in a similar manner. Can't some well-digested scheme be arranged and submitted to the Minister, and if possible have this bugbear, the "Intermediate," abolished? Hoping that others interested may take up the matter.

I remain, etc. A. M.