

much attention to a subject, or part of a subject, that would not pay. Before the introduction of the Intermediate, Geometry, English Composition, History, Chemistry, and French, Latin and German Composition, might have been taught as they should be taught: as matters now stand it is either impossible or impolitic to do this before the student has passed; for every teacher wishes his pupils to "get through" as soon as possible into the smooth water beyond, where he will be at liberty to teach and not be forced to coach. It is in connection with this subject that the Reports of the Sub-examiners are especially valuable. The importance of the question will justify us in quoting the passages to which we would direct the attention of our readers:—

GROUP I.

Dec. 1876. "In Euclid a fair knowledge of Book-work was shown; the solution of Geometrical Problems, other than Book-work, was not frequently attempted."

June, 1877. "In Euclid the Book-work was well done, but the attempt to solve problems showed little appreciation of the spirit of Geometrical reasoning. However, it is but fair to add that some candidates did remarkably well."

July, 1878. "In Geometry the Book-work was on the whole well done; but there was an almost total failure in the selection of Deductions."

The Reports admit improvement in both Algebra and Arithmetic—particularly in the latter, which is not surprising considering the inordinate amount of attention the schools now devote to the subject. The results also go to show that continued failure in methods of study is now a direct consequence of the system. It will be observed that the efforts at solving Deductions—at independent reasoning—are apparently becoming worse and worse.

GROUP II.

Dec., 1876. "The Compositions were fair: in Grammar the Analysis and Parsing were in general good The criticism of sentences of ambiguous or doubtful construction was scarcely attempted. Spelling exceptionally good."

June, 1877. "Spelling not so good as at last Examination. The Composition was very creditable. In English Grammar the analysis of the selection was well done; the parsing was poor; while the criticisms on the sentences proposed, were as a rule incorrect and pointless."

July, 1878. "Spelling in Dictation paper in general good. Gross errors in Orthography in English Literature. In general the same remarks apply to English Composition as were made at the Christmas Examination. In many of the papers a good deal of knowledge, skill, and taste was displayed; but the spelling was often illiterate, vulgar expressions too frequently occurred, and a want of training was evinced in the first and simplest elements of sentence building. Pupils who displayed no lack of skill in parsing and analysis, seemed unable to apply their knowledge synthetically in the construction of sentences. Your committee would venture to suggest once more that English Composition should go hand in hand and *pari passu* with the study of English Grammar. There seems to be some danger lest under the present system the end should be lost sight of in the means. In English Grammar, the majority of the papers were very creditable. This is one of the subjects which seems most thoroughly taught. Failures were few, but instances of high excellence were rare Three-fourths of the candidates obtained 20 per cent. on Parsing and Analysis alone, but questions demanding thought were weakly handled, and the criticisms were almost invariably failures."