

effort. In fact, the inducement is so slight that, after this, many will fall out of the competition altogether. If the inspectors try to make up for this out of that \$10,000, the schools that have done well at the "Intermediate" must lose the proportion of it they are entitled to, and the examination itself be admittedly only a delusion and a snare.

So that, apparently, the scheme that was intended to diminish the resources of the larger schools, will fall short of its accomplishment in a number of instances at any rate, and will strengthen somewhat the smallest schools, but mainly at the expense of those of medium size.

The question then suggests itself whether it would not be to the interest of all classes to separate some of the larger schools from the rest and place them on a different basis, or allow them to compete amongst themselves for Government aid.

3. Increasing cost of managing the details of the system. I do not refer to this through any desire to find fault with wise expenditure for educational purposes; but the increase has of late years been so rapid that it is well for us to consider it in connection with the improvements it is said to have produced. The following calculation will, I believe, be found to be below the mark. (It includes Local and Governmental expenditure):—

High School Inspection.....	\$6,000
Entrance Examinations.....	3,200
Intermediate Examinations.....	4,000
Total for 1876.....	\$13,200

Of this the only item in 1870 was High School Inspection, \$2,000. By reference to Dr. Ryerson's report I find the expenditure for masters' salaries from 1870 to 1874 to have increased 75 per cent. the total expenditure for the same period, including an unusually large sum for building purposes, about 100 per cent., whereas the expenses I have detailed above have increased from 1870 to 1876 between 500 and 600 per cent. I may also add that the legislative grant for masters' salaries in 1876 is about 33 per cent, more than in 1870. No one will for a moment doubt but that many improvements—in fact as many as could have been fairly expected—have been produced by the introduction of a uniform entrance examination; but whether the largely increased inspectoral power has effected all the benefits anticipated by the gentleman whose advocacy brought the additions about, is a question which, fortunately for me, these officials have answered themselves.

We now have a supplementary list to the tune of \$4,000 a year; and whether the results of the Intermediate will justify the expenditure for this purpose, is a question about which, to put it mildly, there is some difference of opinion.

4. The system of payment according to the results of an examination held at a certain time, tends to throw the whole responsibility on the masters.

There is little inducement for the pupil to exert himself, and, if he fail once, he will be chary of risking defeat a second time, when he can derive no personal benefit from success.

The desire to bring honour on himself and the school he attends may prove a strong inducement with some candidates; but many of the pupils who would naturally be expected to pass this examination will not be influenced by this incentive when it conflicts with their own interests or the designs of their friends. Failure on the Algebra paper, for instance, will have a chilling effect on the enthusiasm of the boy whose young heart has been all aglow with a noble ambition to distinguish himself and bring credit on his teacher. It will be difficult for the pupil under such circumstances to appreciate the value of the arguments with which his indifference will be met.

Besides, the "Intermediate" lacks some of the elements that give importance to the ordinary schoolboy's previous examinations. He is anxious to pass the Entrance Examination, because it means transference from the Public School to the High School. His relations as well as himself value the certificate mainly for the material advantage it brings.

The "Intermediate," however, comes on at a period when the great majority have made up their minds to leave school for business or some other occupation, or when the student who intends to teach or join one of the learned professions is getting ready for his examination. What inducement will many of these have to change their course of study or delay their preparation to suit the convenience of the teacher? Or why should the ordinary student whose services may be required at home before the end of the half year, remain to obtain possession of what in his case will be a piece of valueless paper? In the very few schools where it will be possible to maintain a well organized upper school, which will form a separate part of the institution, the pupil may come to regard passing the examination as real promotion, particularly if the teacher apply moral question in the form of keeping him in the preparatory classes until

he pass. That it will be possible to carry this out in any school, as we do in the case of the Entrance Examination, I greatly doubt, and of the injustice of such a course I am fully convinced. What particular privilege is the solitary individual to possess who lately passed at each of the thirteen High Schools? How is the master to magnify the achievement of the pupil whom the Central Committee delighteth to honour? It will be difficult for the teacher to make his fellow-pupils realize that he has acquired any access of dignity.

Unfortunately, the great desire on the part of pupils who have examinations to pass is to get through as soon as possible; and it would never do for a master to keep his pupil back because he failed to obtain 40 per cent. in geography, for instance—a subject not required for his special examination. In fact, the teacher will be perpetually on the horns of a dilemma. He must either do injustice to his pupil, by interference with his course of study, and so likely drive him away, or do injustice to his employers, by conniving at a loss of Government aid, not to speak of the injury he will himself sustain. The trouble arises from the fact, that while the strongest possible inducement is held out to the master to prepare candidates for the "Intermediate," there is in a great many instances no reason why the pupil should attach any significance to it. I unhesitatingly assert that a gross wrong is being done to the master—one which will make itself felt with still greater weight when the novelty of the recent examination wears off.

There can be no justification in placing the teacher at the mercy of the pupils and their friends. I could mention several instances of this kind that have come to my knowledge lately; but no doubt your own observation will have shown you that difficulties will not be so exceptional as may be imagined. When the results of the "Intermediate" are published in the Toronto dailies, extenuating circumstances can have no effect on the public when they agree upon a verdict without a knowledge of the facts. No doubt a great deal will depend on what determines, to a great extent, the success of every teacher—the *entente cordiale* between himself and his pupils—but if this do not exist, the responsibility for its absence will be thrown on the master.

To obviate this difficulty, if the present system be maintained, and no change takes place in the standard of the examination, I would propose a plan which will utilize the scheme, and justify, to some extent, its existence. Most of you who have read Mr. Matthew Arnold's "Schools and Universities of the Continent" will remember that he refers to an examination which the German student passes at school before proceeding to the University—"The leaving examination." Such an examination I should like to see this become, only more extensive in its operation. Our "Intermediate" should affect four classes of students: (1) The ordinary pupil; (2) The young man who is preparing for the University; or (3) for a preliminary professional examination; or (4) the young man or woman who, having taught the required time on a third-class certificate, desires to obtain a second.

(1) In the case of the ordinary pupil this examination might take the place of the Oxford and Cambridge local examinations, to which, judging from the papers I have seen, it is about equal in difficulty. It should be acknowledged as such by our National University, which we regard as the proper source of educational honour so far as our High Schools are concerned. In this way the examination would acquire a value and a significance it does not now, and never can, possess. The acquisition of such a certificate of competency, bearing the stamp of our highest educational institution, would be a legitimate object of ambition for every High School pupil, and would give an impetus to education where it is mainly needed.

(2) If it were recognised as part of the junior matriculation examination, the University would be brought more immediately into contact with our school system, and benefits would accrue to both which it is unnecessary to enumerate.

(3) If the "Intermediate" certificate were accepted as the preliminary examination for the learned professions, not only expense would be saved to the country, but the educational results to those directly concerned would be far from inconsiderable.

(4) When according to the High School Inspectors, the "Intermediate" is equal to the examination for second-class certificates, there should be no objection offered to examine candidates for Public School certificates of qualification on the same papers as our pupils.

Of course, in all these cases modification would be made by experience, or to suit the actual requirements of particular professions; but some such adaptation of the system would, I believe, greatly advance the interest of education generally, and immeasurably relieve the master, whose responsibility will be great enough even under these circumstances.

Ladies' colleges, denominational institutions, and private schools