

deal for English and Mathematics—for the latter in particular; but anyone who examines the University Matriculation Class Lists will see, that, if Classics are not being less attended to than they were, they are not advancing *pari passu* with other subjects. This cannot be justified. Few men who have not had a good classical education can have real culture. Many men, indeed, who have not the former think they have the latter; but this is quite a natural mistake under the circumstances.

If the Minister of Education continue the "Intermediate," he will seriously impair classical education in Ontario. Greek is not one of the subjects prescribed for the examinations, and, consequently, its study must be deferred until the pupil have reached the Upper School, or he must run the risk of being plucked at the Intermediate. In a properly organized school Greek should be begun after from six to twelve months' study of Latin. As matters stand, it cannot be taken up until the pupil has reached the "Intermediate" stage; for we seldom find a boy able to take Greek and keep at the examination point all the English and Mathematical subjects. The fact of the matter is, when the "Intermediate" was devised, it was intended mainly to promote the interests of an ordinary English education, with Latin as a Modern Language. English and Mathematics alone are all very well in their way; but the man who knows little of the ancient Classics can have but a poor appreciation of the former; and most people believe, with Holmes, that "the power of dealing with numbers is a kind of 'detached lever' arrangement, which may be put into a mighty poor watch." The difficulty we are discussing is no imaginary one. It affects the best schools, and Masters who try to do a good deal of classical work find the "Intermediate" a source of great embarrassment.

3. The "Intermediate" renders it impossible to teach Natural Science as it should be taught. Chemistry in our schools is little better than hybrid arithmetic; and Botany has neither a local habitation nor a name. To the knowledge of the writer, pupils have

often obtained 75, 80 and 90 per cent. who have never seen a single experiment. Under these circumstances they cannot be induced to study it practically. Experiments they value merely as aids to the memory. Before the inauguration of the present system, Chemistry and Botany were taught well in at least a few of the schools. Now the case is different. In one school we know of there was for a time a class of young boys who had been so trained that by the blow-pipe as well as by wet tests they could analyze ordinary substances. The "Intermediate" killed this, the only true method of study. There are few better instruments of education than Natural Science, but the mongrel article that now exists amongst us has little value.

4. The public have been led to judge of a school's efficiency by the number the Master succeeds in passing at the "Intermediate," and the evils resulting from this have been intensified by attaching a money value, in which Trustee Boards are directly interested. This state of matters is directly chargeable to the Department. The High School Inspectors, in the report they made to the Council of Public Instruction, say in regard to the examination: "It will shew the country what schools are really doing High School work. It will stimulate the Masters by a direct pecuniary result." The press, and the *Globe* in particular, have aided this movement. For some years after the inauguration of the "System," the half-yearly results were paraded and commented on by the Government organ. Even the total number examined and the proportion passed were supplied for the information of the public and the delectation of the Masters. From this state of matters, we assert, the following evils amongst others have arisen:—

(2) A wrong ideal of what High School work should be, has to be set up and worshipped by the Masters. Many direct all their energies to preparing for this examination, and have refused in some instances to take up work beyond it. From a statement submitted by the Minister to the Executive Committee of the High School Masters, we find that out of 105 High Schools and Collegiate