

have examined the papers of scores, if not hundreds, of Entrance candidates who were not fit to be in the Fourth class.

Want of experience is one reason why many teachers cannot be relied upon to make promotions. Many young teachers (and, unfortunately, most of our rural teachers are of this class) seem to think that when pupils have read through a book and learned a smattering of a few other things, they are fit for the next book. They have not learned to be thorough. They do not see the importance of each subject as a means of training, or of knowledge in the sense that knowledge is power. In many cases they have learned the subjects because they could not get a certificate without them, and they do not see of what use this knowledge can be to the pupils.

Another difficulty arises from the anxiety of parents to see their children promoted. In many cases pressure is brought to bear on teachers to advance the pupils whether fit or not, such parents not considering that the pupils would be better in a lower class in which they can learn than in a higher class in which the subjects are beyond their capacity. Where it is understood that only those pupils who pass a promotion examination can be advanced, it is useless for parents to interfere.

Occasionally dishonesty induces teachers to make promotions, especially about the time they expect a re-engagement. Such teachers presume that trustees are blind to their schemes, and take it for granted that if pupils are promoted they are necessarily fit. In some cases this plan succeeds. Sometimes it fails.

Without a promotion examination there are some subjects which are pretty sure to be neglected or not well taught. Two of these are geography and history. The reason I would require a strict examination in these

subjects is that the future choice of reading will be much influenced by them. If pupils are merely taught to read at school, they will read trashy books when they are able to do so. If, while they are learning to read, their minds are stored with facts, facts about places which actually exist, facts about people who have actually lived, they will prefer to read about places that are, and people who have been, instead of reading about places that do not exist and people who never lived. To accomplish this object the two subjects should dovetail both in the teaching and examining, and every effort should be made to interest the pupils in the facts.

Another reason why our examinations should not promote the pupils too early is with respect to Literature. As our text-books in Reading are arranged, the literature is generally too difficult for the pupils. So far as the Second Reader is concerned there is no trouble, but if the pupils in the Third Book were a year older, and those in the Fourth Book two years older, than the present average, it would be better. As it is, the teachers have to explain and question, question and explain until they are tired, just because the matter is in advance of their age. A promotion examination that keeps pupils a few months longer in each class is a benefit.

Again, pupils frequently remove from one section to another, requiring that they go to a new school. A pupil who was in the Third Class has often to be placed in the Second Class in the new school. This is discouraging to the pupil, and unpleasant to the teacher. Such a thing could hardly happen in a county or inspectorate where a promotion examination was properly conducted. And, in case of removal from one county to another, with such examinations in each county, the trouble would be less than where