

teacher holding out inducements, pecuniary or supplicatory, to boys to attend his school, acting like a parliamentary whip on the night of a division, or like a trainer who holds the bridle with a firm grasp, lest some one, who has come within sight of the Intermediate, "bolt" at the first hurdle, and leave the school minus the only tangible credit for the work expended on him.

Another feature is that an unfair discrimination is made in favour of the larger schools as compared with the smaller and less influential ones. Large schools and institutes are generally in wealthy municipalities. They can offer inducements to pupils in the form of prizes and bursaries, so that the best students are naturally attracted to them by these inducements, as well as from the superior excellence of the schools themselves. The number of pupils well advanced in their work is thus very large in these schools at the opening of the session, and comparatively little is required to fit them for the examinations on which so much of the character of the school depends. But the students who thus appear to the credit and honour of these institutions have been attracted from smaller schools in which the greater part of the work of their preparation had been faithfully and efficiently done, by one or two teachers, under great disadvantages. These schools are thus impoverished, despoiled of the legitimate credit for their work, shorn of the glory which should have adorned their brows, that the heads of a few Samsons, already powerful by reason of their massive locks, may be loaded with additional splendour.

The influence upon the pupils of a condition of things in which the passing of certain examinations bulks so largely as the important work of the school, is not good. There is a fever-

ish alternation of hope and despondency too much like "chill fever" to be healthful or good for the constitution. *Quinine* is the ordinary remedy for the bodily ailment, and nature has in store for the other tonics quite as bitter and results quite as hurtful to the mental constitution. The worst is, that in place of an awakened appetite and thirst for knowledge, the very thought of study becomes distasteful. Books are like druggists' powders, and mental languor and lethargy succeed the malarial fever.

Of one thing more it is almost unnecessary to speak, it is so obviously the result of all this—an undignified and unpleasant rivalry among schools. Not an honourable competition in excellence of work, with time and ultimate results to tell the story, but a narrow spirit of jealous watchfulness is developed—at least such is the tendency of the system. The schools are like professional scullers, with their eyes on one another's shells, and their ears open to the applause from the shore as they pass and repass one another. And there is no end to the race, it is a succession of *sprints* which inevitably wear out the strength, exhaust the patience, and destroy the health, developing suspicion and distrust on the one hand, and habits of educational piracy on the other.

Looking at the question in the light of the effects produced, we naturally return to the question as to whether we are wise in allowing examinations, with all their valuable influences when properly used, to fill such an important place. Success in an examination hall proves ability and work, but the opinion of many of the highest authorities is borne out by results in the examination of actual life, that it is unwise, to say the least of it, that one of the most important departments of our system of education should be built upon ground so unreliable.