

(3) University women are more sensitive than washerwomen, but less sensitive than business women. There seems to be no necessary relation between intellectual development and pain sensitiveness. Obtuseness to pain seems to be due more to hardness in early life.

(4) Self-educated women who are not trained in Universities are more sensitive than business women. Giving, then, the divisions in the order of their acuteness to the sense of pain, they would stand as follows. 1st, girls of the wealthy classes, 2nd, self-educated women; 3rd, business women; 4th, University women; 5th, washerwomen. The greater sensitiveness of self-educated women as compared with University women may be due to the overtaking of the nervous system of the former in their unequal struggle after knowledge.

(5) The girls in the Public Schools are more sensitive at all ages than the boys. This agrees with the results of our previous measurements, that women are more sensitive to pain than men.

These measurements of least disagreeableness, or of threshold of pain, are approximate measurements of the combination of nerve, feeling and idea.

Such work as this is of unquestioned value. Much may, no doubt, be learned through painstaking investigations of this sort regarding the general subject of sensation. The results of such experiments should always be borne in mind by the physician, who is at times too prone to detect differences where in fact they do not exist. Such an accurate investigation as the foregoing among persons below the normal average of health would certainly reveal many facts of interest. We are all dimly conscious that individuals differ in their reactions to painful stimuli, but we are much in need of a standard to which any given case may be applied, and such a standard is only to be attained by the careful study of great numbers of persons both in health and disease.

PROMOTION EXAMINATIONS—THEIR IMPORTANCE.

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In this discussion I shall take for granted three things: First, that good classification is desirable, that is, that pupils to be taught a certain subject should be as nearly as practicable equally proficient in that subject. Second, that a pupil proficient in reading may be otherwise in arithmetic, while another who is good in arithmetic may be bad in reading. Third, that it is not desirable to have a pupil taught arithmetic in one class and reading in another, but that each pupil should be in the same class for every subject, provided that for convenience

a certain class may be divided into two or more divisions, or two or more classes united for the teaching of certain subjects.

It is sometimes stated that the teachers are the proper persons to make promotions, because they are with the pupils more frequently, and know just what they can do, that they know their strong and weak points better than any written examination can show.

That the teachers should be the best judges I admit. That they do not always show it I am certain, because I