

not by any means the least extensive departments in the course, but the examination papers upon them are neither numerous nor long although they give general satisfaction. But we do not see any reason at all why the number of pass papers in some classes should be increased. Two papers each of three hours length should be sufficient for the examination of any pass class. In the subjects mentioned above, the examination has recently been reduced to one paper for each class, and has not suffered in consequence.

But we would like to respectfully urge that it is the duty of an examiner to make his papers short. To necessitate or permit four hours writing upon a single paper is neither necessary nor just. We have no objection to giving four hours time to a paper if the time is not all required for *putting down* answers to the questions; but we do object to papers which could scarcely be answered in the given time if known by rote. We think it would not be amiss if some examiners were required to write out in full answers to their own papers; and we think that, if an examiner could not write such answers to his paper as would deserve 100 per cent in one-half the time allotted to the paper it should be considered too long. We have perhaps spoken more strongly than the papers of the past deserved, but we think that there was good cause for complaint in some of last year's papers.

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During the past few days many things about the College halls remind us of the close proximity of the exams. Sparcely attended classes, an almost deserted reading room, the absence in the lobbies of a few who during most of the session seemed to almost live about the buildings, and, perhaps most marked of all, the nervous worried look on the faces of the timid and uninitiated. With the student who has wasted his time during the session and who is worried with "dark forebodings" few have much sympathy. The greatest trouble with most of the idle is that they don't feel as much as would be healthy for them either the worry of an approaching test for which they are unprepared, or the disgrace of failing through negligence. But to many earnest students this is a most trying time. To such we would like to offer sympathy and encouragement.

Those going up for their first University exams, are, of course, naturally more anxious both from lack of that confidence which past success always gives and from not knowing how easy as a rule it is to make a pass, at least in any subject in which honest work has been done during the session. In reviewing, one's attention is naturally most fixed on the mass of details which the mind has not been able to retain, and thus a feeling of unfitness for examination may be produced in the over-anxious mind with perhaps very little reason. The main principles of the subject and the most important of the details are often partly unconsciously grasped. This is often proven in the examination room by the unexpected facility with which a student will often put in a good paper on a subject which he has not been able to review so thoroughly as he would like.

But in order that the best results should be obtained it is necessary that the mind should be kept fresh for examinations. In order that the best results of the session's training should be utilized at such a time, the mind must not be either fagged out by recent over-work, or confused by an attempt to "cram" it with a great load of details which only muddle it in its attempt to retain a systematized grasp of the subject. So we repeat the good advice of the professors, "don't work much during the exams."

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We offer another thought fitted to give comfort to the over anxious. After all what is an exam. but a test—and not at all the best test—of the progress which the student has made during a period of study? The "result" of ultimate value is the development which we have received. The exam. is only a means of satisfying our Alma Mater whether or not we have attained to a certain standard of development. In proportion, therefore, as we value the development, and fix the right estimate on the result of the examination, we will be able to cast off care and say "If the University considers that I am fit for a certain standing at present, well and good; if not it will find me worthy next time." The student who endures a defeat in this spirit achieves a greater victory than he who makes the prize the end. After life, a much more infallible tribunal, is sure to reverse the judgment.