

Department to the various schools and institutes at which candidates signified their intention of being examined. Having decided to enter into the arrangement spoken of, we received an examination scheme; who originated it I do not know, but I suppose that it was made out to suit Toronto University. Viewed in the light of our previous practice, this scheme appeared to be particularly meagre in the time allotted to examination in pass work, and very full in that allotted to examination in honor work. Thus, two hours and a half were allowed for subjects to which we were in the habit of giving four hours. Whether this was an advantage or a disadvantage I am not prepared to say. It is quite possible that as satisfactory an examination might be made upon a given subject, which was not too extended, in two and a half hours as in four hours. And it is quite possible, also, that the mere pass man does not amount to much, although he had been in the habit of thinking that he does. However, as no change could very well be made in the furnished scheme we adopted it, and resolved to accommodate ourselves to it in the best manner possible, although in doing so we found it necessary to lower our standard in Greek, for the scheme allowed for one paper, on translation only, whereas our practice had been to give also a paper on grammar and composition.

The next question was whether the three universities—Queen's, Trinity and Victoria—should each send its own papers through the Department to the examination centres, or whether they should combine and send a common set of papers, and thus hold a common examination. The arguments against combining were (1) that each of these universities had hitherto completely controlled its own matriculations, and to combine and have a common examination would be a new

departure, the result of which might be unsatisfactory or even disastrous. (2) Each university has a certain number of scholarships to be awarded upon the results of these examinations, and it would be difficult to properly award such scholarships in a combined examination. (3) That as we did not know what new developments in the examination system might take place before another year, it would probably be wiser to wait a year for such developments, if any were to be. The arguments for combining were: (1) It would give less trouble to the Education Department to distribute a common set of papers for the three universities than to distribute a separate set for each. (2) As the examination is really a school examination, set upon work done in the schools, and under the guidance of the same teachers, irrespective of the university for which the candidate is intended; and as the schools are under the control of a single department, and brought to the highest degree of practicable uniformity, there can be no reason for any differences in these examinations, at least for candidates from the Province of Ontario. (3) The act of the three universities already mentioned in combining would be a sufficient indication of the position which they hold in regard to a completely uniform matriculation examination for the Province, should such a scheme be thought to be advisable.

The latter arguments seeming to be important, the universities decided to combine; but in order, as far as possible, to avoid the difficulties and reap the benefits of a common examination, they decided that each university should act individually in receiving applications from candidates, in finally deciding who among these shall be considered as having passed the examination, and in awarding its scholarships. For the purpose of