

ulation examination in arts, or the teacher's certificate, as sufficient evidence of qualification for entering upon their professional studies. The masters, wisely, do not ask that all these societies and learned bodies should have one and the same entrance examination. All that they ask, and it is much, is that all the higher seats of learning, all learned societies, all bodies having authority to conduct examinations, do so on the same authors and parts of authors read in the schools, as well as the same parts of such subjects, mathematics, science, etc.

For instance, if one of the authors be Virgil or Homer, that the same book or books be read in all the schools, and that the candidates be examined only in these; or if the subject be mathematics, that the same parts of this subject be studied in all the schools, and candidates examined on these only, and so on throughout the whole curriculum for admission to any school or college.

If all parties concerned follow this simple plan, then, as far as the High Schools and Collegiate Institutes are interested, the question is disposed of satisfactorily. Whether the present standard for admission to the colleges is the proper one or not is a totally different question. In order to have some clear light on the point under consideration we have sought information from McGill, Queen's, Victoria, Trinity and Toronto Universities. The number of candidates who failed to pass the matriculation examination at McGill was 29 out of every 100; at Toronto the average number for the last five years is 18, in 1884 it was 13, in 1888 it was 23; an increase of 10 per cent. in five years.

In view of this state of things, the opinion of the governors of McGill is that the standard of matriculation cannot be raised. How the Senate of the University of Toronto will

deal with the question, seeing that the candidates for matriculation are rejected in larger numbers year by year, it is hard to say. One thing is plain, the facts above* stated do not support the cry, "raise the standard."

It may be of interest to add a word on graduation. At Toronto University, of one hundred matriculants (taking the average of the last five years) only forty-one reached the degree of B.A. At McGill the percentage was fifty-two.

It is urged that there should be only one matriculation examination for the whole Province. The gain, if any, to the country by the adoption of such a plan will be very slight. It will not be of any advantage to the secondary schools if the scheme of academic work sketched above is acted upon by all the learned societies interested. There is no educational reason that we can see why the same questions should be asked of candidates for matriculation at Queen's University, Kingston, and at the University of Toronto, Toronto, on the IV. Book of Homer, for instance. The vital breath of school work is diversity—uniformity, sameness in examinations involves inevitably cram, decay and death. The best plan in the interests of education is that the Department of Education should conduct the examinations of teachers, the universities and colleges do the same from the beginning to the end of their course for their own students. Each of these authorities may accept whatever they may deem safe from the others. The examination question is too delicate, too complex, too far-reaching in its results to be committed to the care of a board composed of a few, however honest, learned and capable these few may be.

Some may think that by having a uniform standard of admission all the students attending the colleges would be of the same degree of attainment.