

posite point of the compass from the old ascetic, monkish system.

But still even this was the education for the few. It was Luther who, as has been well said, "brought the schoolmaster into the cottage" and laid the foundations of the system

which is the chief honour and strength of modern Germany, a system by which the child of the humblest peasant, by slow but certain gradations, receives the best education which the country can afford.—*The Schoolmaster, London.*

(To be continued).

## RECENT CHANGES IN THE MATHEMATICAL EXAMINATIONS IN THE UNIVERSITY OF CAMBRIDGE.

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THE mathematical examinations conducted in the University of Cambridge have long exerted a powerful influence on the study of mathematics both in England and in the Colonies; a short account of the recent changes made in the rules for conducting the examinations may therefore be not without interest for the readers of the *Canada Educational Monthly*. I confine myself to the examination for mathematical honours. This examination is open to students who have resided at the University for above three years and a quarter; those candidates who satisfy the examiners are divided into three classes, called respectively, Wranglers, Senior Optimes, and Junior Optimes; and each class is arranged in order of merit.

I shall not attempt to trace the history of the Cambridge mathematical examinations very fully; this will be found with sufficient detail, up to the year 1850, in a work by the late Dr. Whewell, entitled, *On a Liberal Education in General, and with Especial Reference to the University of Cambridge*. The general tendency of the changes successively introduced

has been to render the examinations more severe, by increasing the extent of matter involved and the amount of time occupied.

In January, 1839, the examination for the first time occupied *six* days; on each day two papers were set; to some of the papers two hours and a half were assigned, and to others three hours. In January, 1848, a considerable change was made; the examination now occupied *eight* days, and was divided into two parts. First, the elementary subjects were taken during three days, and candidates who failed to satisfy the examiners in this part were not allowed to proceed to the second part, which occupied five days and was devoted to the higher subjects. The *elementary* subjects may be roughly defined as those which do not require the use of the Differential and Integral Calculus. The method of conducting the examinations, commenced in 1848, continued until 1872 inclusive, with very slight modifications. Subsidiary regulations were introduced from time to time, the main object of which was to define the range of the examination; and on the whole the following subjects