

mark with comparative fairness in competitive examinations; and above all that the facility of comparing answers of different pupils to the same question afforded by this method gives a most stimulating interest to the work, while it shows the faults of ill-set questions and the weakness and misapprehension of pupils.

I feel no inclination to say extravagant things about my new (to me) way of examining—the English master must always find reading papers a tedious and wearing necessity whatever his zeal and love of his work and his pupils—but I feel that it is a far more efficient method as well as an easier one, and I recommend it with some enthusiasm and great confidence. When some Croesus of the profession has a revolving table made that will obviate the necessity of walking round, I hope he will tell us from the depths of his easy chair the results of his syb-

aritic operations. I will charge the said Croesus nothing for suggesting that he hire a small boy to arrange the papers and to add the marks.

I have been told on high authority that under present arrangements at the Departmental Examination Rooms this plan is not feasible, but it seems to me that in the course of time arrangements might be made for using it, and at the expense of the Department the revolving tables and even the small boys might find a local habitation and a concrete existence. The comparative standing of candidates at Departmental Examinations is often astounding to their teachers, who having examined them orally every day, and in writing every few weeks, are the best judges of their comparative and absolute merits, and as long as this is true any means of attaining fairer comparative marking will of course be welcomed.

MATRICULATION STANDARDS.

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IT may be true as a general principle that democracy, as the critics aver, is, in its intolerant impatience of criticism, doomed to mediocrity. But if there is one thing more than another that culture might be expected to develop, it is a readiness to receive the truth; and so long as this is the mental attitude of those who manage our education, it is not likely that stagnation or mediocrity will be the fate at least of our educational system. Still, it has its risks to run, and none greater than from the random laudation of our educational institutions which has been so fashionable in certain quarters of late. Nothing is more apt to lull our vigilance to sleep. "Of all tame beasts, the worst is the flatterer."

A few months ago, in commenting favourably in these columns upon certain changes recommended by the High School masters, I ventured to comment unfavourably upon our pass matriculation in classics. I ventured to think that it was better to speak out plainly now, than to wait until another five years' curriculum of the same kind as the present had been perpetrated. Need I say there was no intention of reflecting upon the High School masters, a body which I will not insult by praising? Or need I say I had nothing to gain by "imposing upon the credulity of the public?" These are silly charges made by men actuated by motives of personal hostility, or put up to bolster at any sacrifice a system that