

way to teach candidates this is rigidly to enforce the regulation. Some would-be candidates, failing to obtain the papers from me, applied to the Department for permission to write at the examination. But as the examination was ours, and as the Department simply took charge of our papers, it was quite ready and willing to take any course which we might think best. But if the matriculation examinations ever come to be Departmental, such candidates will find that they *must* accommodate themselves, and very properly, to the regulations issued for that examination, or suffer the consequences.

3. A third source of confusion arose from the representations of some candidates, although of very few, that they did not receive the papers for which they applied. The applications of candidates were sent to the Registrars of the several universities, and from the Registrars I received lists of the candidates and of the papers required by each. The distribution of the papers was made according to these lists, and it is easy to understand that with the greatest care it was quite possible to have some errors. But it is a satisfaction

to me to know that a comparison of the lists with the complainants showed that the grievances were not due to errors of distribution. I am inclined to believe that the difficulty arose either from the candidate's not stating clearly what he did want, or from his having changed his mind between the time of his application and that of the examination. Whatever the cause might have been, the assumed error was discovered only during the progress of the examination and could not possibly be rectified. If the difficulty arose from a candidate's not stating his wants clearly, it could have been avoided, or could be avoided in future, by having all applications made upon a proper form supplied by the Secre-

tary of the Examining Board, and by having these transmitted directly to him without the intervention of a third party. If the trouble arose from the second cause, the only cure is for candidates to learn that other people's time is too valuable to be spent in rectifying the evils due to their vacillating intentions.

I think it will appear from what I have said that the sources of confusion were not many, that these might all have been avoided had they been foreseen, and that no real cause for grievance was given; so that on the whole the examination may be pronounced a *success*. Our past experience would be of the highest utility in conducting another examination of like kind, and I have no doubt that it might be made to work as smoothly and satisfactorily as any examination of a single university, although as a matter of course the labour increases with every increase in the number of candidates.

1. Candidates presented themselves at forty different schools throughout the Province. Of these, thirty-nine were High Schools and Collegiate Institutes, i.e., Government or Provincial Schools, and the fortieth was a Private School. Of this latter school I shall speak more fully presently. The number of candidates which presented themselves at the different schools varied from eighteen to one. About 130 candidates appeared in all, and were distributed as follows: To Queen's fifty-seven, to Victoria fifty-three, and to Trinity the remainder, about twenty. Now as far as Queen's is concerned, this is about the average number of candidates which have presented themselves for the last few years. So that Queen's did not gain in numbers by the wider distribution of examination centres. I believe this is also the case with Trinity; while Victoria experienced a very decided increase. I believe, however,