

There is no reason on earth why, when a year's work comes to be tested by a competent Examiner, the students of the best teachers should not score the highest marks. It may be objected that the success of grinders in preparing students for University and Civil Service Examinations proves that success is best secured by cramming. The answer is obvious, the grinder would never succeed in preparing students for a difficult examination if these students had not got a previous education. It is education that fashions and tempers the weapon of intellect; grinding may give the sharp edge for immediate use.

Great care and discernment should be exercised in the choice of examiners. Just as a judicious programme points out to the teacher the normal course of a proper education, so a judicious examination guides him in the manner in which he ought to teach that programme. Examiners have it in their power to direct the work of teachers and pupils along true or false educational lines, to ignore or even encourage vicious methods of teaching, or to detect and punish them; to lower the standard of education or keep it on a high and healthy level. Take the single case of an examiner, for the sake of illustration, who has to set a paper on the text book of languages. We will suppose him to have the qualifications of a really good examiner, not the young man or woman who has just ceased to be a student and is totally without experience, the busy barrister or solicitor or clergyman who has only what Australians would call "a gentleman's knoweldge of the subject," but for whom a cheque from the Educational Department is a desirable thing at the approach of vacation. Not only is he well acquainted with the author's writings generally, but he has mastered this particular one thoroughly. He has recently gone over the ground again carefully and minutely. His thoughts have rested on every page, until he has penetrated the whole meaning and seen the workings of the author's mind. He sees the elevation, the order, the beauty of the writer's thoughts. He has discovered the principles which underlie and animate his style and character. He knows the passages in which he nods. He knows the circumstances in which the author is at his best, and the conditions under which he wrote; he is familiar with the political, social and literary life of the time, and sees the fitness of every illustration. Equipped in this way an examiner is a guide. His questions will deal with the author's thoughts, especially his cardinal thoughts; with beauties of expression that are characteristic, not with exceptional slips; with passages that are the genuine mirror of the writer's style, not with those of