

gained by each member of the class fell below one-third of the maximum attainable. This last method is, perhaps, the least satisfactory; for, obviously, such wholesale failure in any subject might possibly be due to causes other than the intrinsic difficulty of the subject. For instance, the papers might have been over the heads of the pupils—questions “outside the syllabus” have been known to occur in our most highly esteemed public examinations. But no complaint of this kind was made to the examiner, and there are other possible explanations.

For instance, there are several cases in which, to satisfy the exacting demands of the British parent, two girls were working as one class in some subject not generally offered: one would be a duffer getting no marks at all, the other might do a respectable paper; but the average would fall below 33.3 per cent. Again, in nearly every school there is one class at least with a very heavy “tail”—new-comers to the school or fresh promotions—which would weigh down the whole class; in the case before us it was noticeable that when a class failed as a whole in one subject it failed also in others. I think, therefore, that we may take this method into consideration in arranging our subjects; though the others carry with them more intrinsic weight.

The following tables show respectively the figures obtained by an analysis of the mark-lists and the various subjects ranged in order of difficulty according to the various methods just now specified of inspecting the results:

TABLE I.—STATISTICS.

Subjects Examined.	Average Percentages.	SCRIPTS.			PAPERS.	
		Done.	Failures.	Percentage of Failures.	Set.	Percentage of Failures.
Literature.....	53.8	132	16	12.1	20	1.5
English Grammar.....	52.0	95	22	23.2	16	1.6.2
Composition.....	61	111	7	6.3	17	0.0
Dictation.....	73.7	145	1	.7	22	0.0
History.....	41.6	159	51	32.1	24	6.25
Geography.....	67.4	130	11	7.9	22	1.4.5
Scripture.....	60.5	146	19	13	22	1.4.5
French.....	52.9	161	23	14.2	24	1.4.1
German.....	54.2	39	8	20.5	16	2.13.3
Latin.....	44.3	16	0	37.5	9	2.22.9
Arithmetic.....	35.3	150	85	56.4	24	11.45.8
Algebra.....	37.5	37	16	43.2	11	4.36.3
Euclid.....	56	25	2	8	7	0.0
Science.....	49.0	82	15	18.3	16	0.0
Av's and Totals...	53	1446	282	19.5	249	30.12

TABLE II.—RESULTS.

Subjects ranged in descending scale according to results as estimated by the following methods:

By Average Percentages	By Proportion of Unsuccessful Scripts.	By Proportion of Unsuccessful Papers.	Deducted Order.
1 Dictation	Dictation	Dictation	Dictation
2 Composition	Composition	Composition	Composition
3 Literature	Geography	Science	Geography
4 Geography	Euclid*	Euclid*	Euclid*
5 Scripture	Literature	French	Literature
6 Euclid*	Scripture	Geography	Scripture
7 German	French	Science	Science
8 French	Science	Literature	French
9 Eng. Gra.	German	Eng. Gra.	German
10 Science	Eng. Gra.	German	Eng. Gra.
11 Latin	History	Latin	Latin
12 History	Latin	History	History
13 Algebra	Algebra	Algebra	Algebra
14 Arithmetic	Arithmetic	Arithmetic	Arithmetic

*Euclid=mainly Bookwork.

†Science=Botany, or Physiology, or Mechanics.

I do not know whether this order agrees or not with any other attempts that may have been made to range the subjects of the curriculum of an ordinary secondary school in order of difficulty. But the order indicated above, as that obtained by a threefold method, bears a natural look on the face of