

carrying out this arrangement a Board of Examiners was appointed, to which were entrusted all the details of the work. This Board consisted of two from Queen's, two from Trinity and three from Victoria. I had the laborious honour of being Secretary to the Board. As my duties brought me very frequently into communication with the Department, I take this opportunity of publicly thanking that model Secretary of the Education Department, Mr. Marling, for his careful and immediate attention to all matters wherein his services were required. The duties of the examiners were to prepare the papers, twenty-one in all, to read the answers of candidates, and to report to the Registrars of the several universities. My duties were to receive and classify the lists of candidates, to arrange for and superintend the printing of the papers, to transmit to the Department classified groups of the papers, to receive from the Department the candidates' answers, to assort these and transmit them to the various examiners, and to answer communications and attend to small matters innumerable. Everything being thus arranged, it was supposed that the work of the examinations was reduced to a sort of mechanical simplicity. But human beings are not mere machines, and it is impossible to get them to work like machines. The actual work of the examination soon began to exhibit difficulties and perplexities which, although not insurmountable, were not sufficiently covered by the provisions which had been made. I do not suppose that an examination of the same kind will be entered into in future; for, as Victoria ceases to be a university and becomes a part of or an attachment to Toronto, it will scarcely be worth while for Queen's and Trinity alone to combine; while it is to be hoped that some more general arrangement may be entered

into. Nevertheless, it may be worth our while to examine the difficulties referred to, and to enquire how they might have been avoided or corrected.

1. The calendars of the three combining universities were not uniform in announcing the matriculation work. The consequence was that examiners were often in doubt as to the extent of a certain subject which their papers should cover, and sometimes as to the particular parts of the subject to be taken up. Of course this could have been rectified if the scheme had been brought on soon enough, but the calendars of the universities had each gone out to the High Schools, and candidates for a particular university are usually more or less governed by the announcements in the calendar of that university, even although studying at a school in which the greatest uniformity of work exists; and it might be assumed quite naturally that there was a tendency in examiners from Queen's to incline towards the announcements in the calendar of Queen's, and a similar tendency in the examiners from the other universities. But even if such a tendency existed, I feel confident that the examiners did the best they could under the circumstances, and that although in a few cases there was some reason for complaint at the character of the papers set, yet that no real injustice was done to any candidate. Contrary to what one might suppose, we are never certain about one particular subject, as to what should be put into the calendar. Naturally, the High Schools and Collegiate Institutes are the feeders of the universities, and the subjects taught in these schools should form the subjects of the matriculation examination. The curriculum of the High Schools is adopted upon the authority of the Department, and this curriculum leads up to matriculation in Toronto University. But who makes out the curriculum?