

night oil. The opinions, tastes and qualities of mind of students may vary but the examination papers of the treadmill sort never show it. There is a dead level of mediocrity, without an undulation, except where an occasional joke comes in, where the writer's memory fails to make one fact connect with another.

To give a few examples : At an examination a few years ago for entrance to one of the professions in a provincial city the following answers were selected from the papers handed in.

"Athens in Greece is noted for its ancient history."

"The Gulf Stream is a current of water from the Mississippi river. It is very warm and ships make very quick passages when influenced by the stream."

"Milton wrote an essay on man."

"The Thirty years War was caused by the beheading of the French King and the scramble for power by Napoleon and others."

"Sir Geo. Cartier was a politician in Brown's time. He used to form coalition Govts and otherwise devised means to gain honors he could never hold."

"The Halifax Award settled the claims put forth after the War of 1812."

"A noun is the name of anything you can taste, hear, feel or smell."

"A preposition is a word that marks the position such as to."

"Dickens wrote Vanity Fair ; Scott wrote Canterbury Tales ; Shakespeare wrote his plays ; Spencer wrote Llewellyn and his dog ; Dickens wrote Macheath."

"Prest Madison and the War party proposed to conquer Canada. They imagined they would have an easy task as they thought the French Canadians were disaffected and would join the invading armies. But on the contrary they showed the best spirit and stood shoulder to shoulder*** The Americans were victorious on the water and this made England wrathly to be defeated on her native element."

"Then he (Cartier) went further up the St. Lawrence, and here he met some Indians who tried to mislead telling him there were small towns all along the course. But Cartier put his trust in God and kept on exploring the country until he came to Mont Royal."

Resuming our petition to the educational authorities, from which I have digressed, I would ask, is there any need of our complex Examination system ? Is there any need that this work, harassing alike to student, teacher and examiner should occur with such terrible regularity and frequency ? If pupils are to be weighed and measured at intervals let it be an honest test of growth, not a test of their capacity to receive and empty out when tapped a certain number of facts. If we must have examinations let us make them a source of strength not of weakness. Let such tests be fewer, but let them be fair tests. Let them occur at times when they are not expected ; certainly not at the end of a term, at a time when body and mind are exhausted. Let examiners frame questions that will estimate the quality not the quantity of knowledge ; a test that knowledge has been assimilated not simply gathered. And then if estimating the value of such papers is worth paying for, let it be at a rate that