

The State-aided exclusive College messes started in Calcutta during the current session have clearly shown that these messes can not be run on a self-supporting principle as the old mixed messes used to be, unless students pay more than they do now. If they could pay more, the solution of the problem would be very easy indeed. But it is a patent fact that the great majority of our students are too poor to afford this extra outlay. It is also a patent fact that except Government and probably some missionary Colleges, the extra outlay will be a burden too heavy for other Colleges to bear. Under these circumstances, unless the State or the University guarantee this inevitable deficit, the scheme of exclusive messes will be wholly unpracticable. The attention of the Senate is earnestly invited to this aspect of the question, a proper solution of which is anxiously awaited by all interested in the education of our boys. We do not know whether our suggestion of a solution will be accepted by the Senate, but we do know that the scheme has the hearty support of all, provided it lays no heavy financial burden on educational institutions.

Periodicals received in exchange of the College Magazine:—The Dawn and Dawn Society's Magazine (November), of Kámalá and Utbodhana.

A NOTE ON EXAMINATIONS AND APPOINTMENT OF EXAMINERS.

The first and most crying reform is reduction in the number of examiners. This will lead directly to more uniform standards of examination and indirectly to improvement in the examinations themselves, by enabling the University to secure the services of capable and experienced men for each of the Examinations. The appointment of a whole army of examiners as is the present system necessarily brings in not a few incompetent, inexperienced and undesirable men, and the results not unnaturally prove disastrous. The

stock argument used in favour of the present practice is the plea that if the number of examiners be reduced, the results of the examination cannot be published in time. However plausible this plea might appear to outsiders, its unsoundness will be patent to those who have carefully watched the time lost and energy frittered away in providing for checks and counterchecks by means of which the irregularities of the first examination are sought to be rectified. The appointment of capable and experienced examiners will render unnecessary most of these checks and counterchecks, and the time thus saved will more than compensate for the decrease in the number of examiners. Moreover no system of checks and counterchecks can sufficiently rectify the results of examinations which have been initially irregular as they are bound to be under the present arrangement. If not for anything else, at least to prevent this inevitable initial irregularity, the system should be altered.

(The second reform which will suggest itself to all who are directly connected with University Education is the appointment of teachers as examiners. Teachers are conversant with the subjects of examinations and the capacity of the examinees and have watched the trend of their intellectual development; and as such they are the fittest persons to set papers for the examinations and examine in them. Law examinations are conducted by those whose profession is Law, Medical examinations by those whose profession is Medicine, Engineering examinations by those whose profession is Engineering; the Arts examinations, therefore, ought to be conducted by those whose profession is teaching Arts subjects. But the present practice of appointing examiners for the Arts examinations ignores this essential principle and has thereby not only vitiated the examinations themselves, but, what is worse, has also degraded the whole course of teaching in Colleges and Schools which under a system of external examinations are forced to fashion their teaching after the model of tests set by the University examiners.)

The next reform is the elimination, from examinations in

languages other than English, of all persons who however otherwise qualified to examine in them do not possess a very fair knowledge of English as well. A mere statement of this proposition will carry conviction in the minds of those who are interested in preventing these examinations from being reduced to a mere farce.

Another reform is the abolition, at least from the higher examinations, of the method of affixing marks to each question. This method has evidently been introduced with a view to arriving at accuracy of valuation, but this however desirable is not the sole nor the primary object of an examination. This mechanical accuracy is attained at too great a sacrifice of efficiency. The system handicaps an examiner to such an extent that with his eyes open and in spite of himself he has to "pass" a candidate whom he would never otherwise pass and to "plough" another who surely deserves a better fate. A system which renders an examiner a mere automaton and has a tendency to take away from him all sense of responsibility and intelligent interest in his work stands self-condemned.

The above note is not meant to be exhaustive but merely suggestive.

G. C. B.

HOW PSYCHOLOGY SHOULD BE TAUGHT.

One of the reasons why Psychology appears exceedingly dry and difficult to our students is, I believe, an erroneous conception of its subject-matter. Though modern works on Psychology define its scope more or less definitely, very little attempts are made by those who actually teach the subject to give the students a clear and definite idea of things studied in Psychology and of the methods of investigation to be followed there-in. The consequence is that students as a rule take it as a mysterious science dealing with certain mysterious and