

thing like local initiative or local action of any kind is out of the question. Some of the results are the oppression of the brains of children and a steady increase in the number of the insane; a general dislike to study, or even reading, so that book-sellers say that fewer solid books are bought now than twenty years ago; cram, sham and half-culture; post-prauidial oratory about our "wonderful system of education"; an ever-increasing worship of the Department of Education by the Department and its creatures, and an ever-increasing disgust by those who know anything of the machine. Talk of the iniquity of "combines!" There is no combine from which the people suffer, to be named in the same breath as the education department combine.

AFTER the objections which we have taken to the existing system of education in this country, it might be asked whether that system could be altered to any extent without doing away with examinations; and surely we could not have the hardihood to be so radical as that. Nevertheless to that very hardihood we confess, at least to a rather great extent.

It is our firm conviction that were there no government examinations whatever to test the educational work done in our schools the real education of our youth would be better than it is at present. The examination test does virtually nothing to increase the educational efficiency of the poor teacher, while it cripples most seriously the usefulness of the true teacher, whose best work the most perfect examination can but roughly test. The more advanced the student the better the test of examination becomes, because the better he can express what is in him. School children, however, would require the matured intellects of men to be able to indicate the real education which they had received. The maximum difficulty

is found in the case of the infant, who is being educated surely enough but can give no conscious evidence of it. It is impossible, then, from the very nature of the case for the pupils of the schools to answer such questions as might somewhat adequately test their education. Such questions as they *can* answer are more or less parrot questions and give no just idea of their education. If however, the Department of Education, school trustees, and teachers without understanding will insist on it that by such questions their education shall be tested, then the country must submit to have its children treated as parrots in school and trust to their getting what education they can out of school.

Still, to those who recognize the difficulty it must appear very necessary that something should be done to lessen the altogether exaggerated importance which has become attached to examinations. Nor is this for the sake of the pupils merely, but for the sake of the school teachers and the students in our Universities. The inevitable consequence of such everlasting examining as we have now a days is to make even the best students feel, almost in spite of themselves, that the end of study is an external, temporal one—the passing of the examinations at the time before them—instead of an internal, timeless one—the development of the self. The poorer students never dream of questioning the conviction that to pass is the primary end of study, and everything not directly bearing upon that is to be avoided as the pestilence. When, therefore, the last examination has been passed the end and object of study has vanished and the books are abandoned with joy. For any one to continue study after all examinations are over seems as meaningless as for the weaver to continue driving his shuttle after his web is finished. What then must be done in order to get rid of these evils? First of all