

that a University degree was only given where it was really deserved. To the institution of such an examining body, Victoria and Queen's should have no objections. The difficulty they must feel is not as to the Board itself, but as to its constitution and the method of examination it ought to adopt. No scheme based on any principle other than that of equal representation of all the Colleges entering into confederation can for a moment be entertained. Nor can any system of examinations be acceptable to all, which starts from the principle that individuality in teaching is an imperfection. University College, it is to be presumed, is wedded to its present tutorial system; Victoria and Queen's on the other hand must follow their own method of teaching by lectures. But there need be no difficulty in devising a scheme of University examinations allowing for the individuality of the several Colleges. The value of the higher education is not in the special information communicated, but in its liberalizing tendency. Whether a student has been sufficiently educated to merit a degree may be determined in many different ways. There is no necessity for a cast-iron system of examination by textbooks, which too often means examination of a man's power to "cram." Let each teacher treat his subject in his own way and set papers on what he has taught, and let the University representative examine the answers given in by the student, and the twofold aim will be secured, of preserving a flexible system of teaching and ensuring perfect impartiality of examination. Another feature in any comprehensive scheme of University reform, will naturally be the establishment of a system of post-graduate study. This would involve the institution of scholarships of value in addition to those already given by the University of Toronto, open to candidates from all the Colleges, and an increase in the present teaching staffs, not excluding that of University College. Of course the Theological

Faculty of such Colleges as Victoria and Queen's would take no part in any scheme of University confederation, but would retain their present privilege of giving degrees in Divinity. A University of Ontario, organized on some such plan as this, might perhaps, after due consultation by the heads of existing Colleges and other representatives of higher learning, become an accomplished fact; any scheme less impartial has no chance of meeting the wishes of Colleges having the self-respect which arises from the certainty of survival and growth in their present freedom and independence of State aid.

→CONTRIBUTED.←

. We wish it to be distinctly understood that the JOURNAL does not commit itself in any way to the sentiments which may be expressed in this department.

STUDY OF ENGLISH.

THE English language is spreading fast and far over the world by British colonization and American settlement. Wherever it goes it carries along with it the voice of law, literature and the Christian Church which are the joint inheritance and possession of all who speak the tongue. It should therefore become one of the most important subjects in our schools, Collegiate Institutes and Colleges. True it is that the common school training, together with the instruction received in one of our Grammar Schools or Collegiates, should impart to each pupil not a small amount of knowledge regarding the proper constructions and grammatical forms of the English language, but the limited time which the majority of our students have spent in those institutions, good as they may be, is not sufficient to prevent the loose and erroneous use of words. The relation of our language to the thoughts and feelings of the persons using it, is so great that it ought not to be thought a matter of small importance, whether our language be pure or corrupt, and what is the character of our daily speech.

A very slight acquaintance with the history of the English language will show us that the speech of Chaucer is not the same as that of the age of Elizabeth; that considerable changes have taken place during the period which elapsed between James I and the beginning of the Brunswick House, and that Johnson and Fielding did not write altogether in the same style as we do now. It is desirable that these vicissitudes be largely dwelt upon, but when our study of the English is limited to four or five months, is it more judicious that we should murder our memories with a number of facts of past events, than acquire a knowledge of the richness and beauty, the constructions and proper