

is that the acquisition of knowledge comes to be regarded as the great end and aim of the student's life. The demand is for "facts, facts, facts," regardless of the cultivation of the emotions and equally regardless of the cultivation of the will.

(2) GROWTH OF DEMOCRACY.

The growth of democracy, as well as the increase of knowledge, has had much to do with the wrong views so often held regarding education. The democratic spirit of the age, though on the whole advantageous, is not without its dangers. Every avenue in life is presumed to be open to each one competent to enter. Ambition, if properly directed, is beneficial. As John S. Mill says: "Persons who never strive for the unattainable accomplish little." To say that those in the humbler walks of life should not have aspirations for positions of prominence is repugnant to Christian sentiment. At the same time, any striving after what is high, which unfits for what is low, is evil in educational methods. Unfortunately there has developed a tendency of having the early part of each boy's training shaped so that he may become a lawyer, a doctor, a teacher, etc.; and hence the adaptation of the school curriculum to suit the possible needs of the few rather than to suit the evident wants of the many.

(3) BAD EFFECTS OF EXAMINATIONS.

Besides the growth of knowledge and the growth of democracy, the examination system has also done much to foster a wrong idea of education. Examinations are not a necessary evil, as some contend, but a real advantage, provided they are of the proper kind, held at the proper time, and conducted as far as possible by the teachers them-

selves. When held by outside examiners no consideration can be given to the educational status of the candidate, except that evinced by his knowledge of the subjects on the programme. The system of examinations by outside persons is a modern development which has had its advantages, but its attending evils. So well are its dangers recognized that Universities are gradually turning to the former plan of having the members of the staff the examiners. The Normal Schools and the Normal College are saved from the possible injustice of outside examiners by giving virtually a controlling power to the staff in making its official reports. The greatest difficulties and the most serious cases of injustice have arisen in connection with the non-professional examinations for teachers and the examinations for matriculation. The introduction of the system of confidential reports from the staff is convincing evidence that teachers regard no board of examiners as infallible. Unfortunately character has no value in deciding whether or not a candidate is to receive a certificate. The boy who fails in algebra may be debarred from matriculation, even though his principles are good and his future bright. On the other hand, the boy who has not sufficient will power to abstain from the use of cigars may be admitted to a University by barely making one-third of the marks in each subject. Instances have arisen at Universities of students requiring to take a supplemental in their fourth year before obtaining their degree. There is no case on record, however, to show that a candidate was debarred from his degree on account of being drunk during the year, or on account of having failed during his four years' course to acquire those elements of success in life