

some recognition by the Senate or by the student-body other than what they at present receive. Most of us will agree that the work which the various editors of the JOURNAL perform entitles them to some consideration. How this consideration is to take practical form remains, to us, at least, an almost insoluble problem. For those who are still proceeding to a degree the Senate might, perhaps, credit them with a class or two, or might be lenient to them in examinations. It would be very difficult, however, to frame any rule which would cover all cases. Those who have already graduated and who are not studying for another degree would not of course be benefitted in the least by having classes allowed them. It has been suggested that in such cases the recognition should be of a pecuniary character, as is the custom in some colleges across the line. For our own part we feel averse to such a solution of the problem. The taint of self-interest nearly always attaches itself to a person who accepts a salaried position. There may, however, come a time in the history of the JOURNAL when the editor will be obliged to devote all his time to the interests of the JOURNAL. In such a case some pecuniary remuneration will be necessary, but for the present all the editor can hope to receive must consist in friendly encouragement from the students and the Senate, by words and by deeds.

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UNDER the heading "Examinations and the Curriculum," Mr. A. Kirk Cameron, Principal of Public Schools, Galt, has written an excellent article for the February

*Educational Monthly*. Mr. Cameron first defines the real object of school education as being to give a knowledge of self, to promote modesty and refinement through the teaching of discipline and self-control and to lead the pupils to see that the highest and only permanent contest is to be obtained not in the valleys of 'sense' but by continual striving toward the high peaks of reason. The same idea has been put perhaps as well as it is possible to put it, by Principal Gordon when he says, "To the man of culture life consists not in the abundance of that which he has, but in the abundance of that which he is." But Mr. Cameron goes on to say that the present educational system does not educate, and that the explanation usually given for this failure is that it is due to the examination system. It has suddenly been found that the teachers are not teaching to educate but to get pupils through examinations, in other words that the whole thing is a system of cram; and as a result we are now in the throes of an anti-examination fever. Of the proposed reform Mr. Cameron says, "To do away with examinations altogether and add a few more subjects to the curriculum is as silly as it is inadequate." Examinations have in his estimation their proper use, and for their failure he gives "at least three reasons, (1) pupils are examined on too many subjects; (2) the standard of examination is altogether too low; (3) instead of being a test of what the teacher has taught, examinations are rather a test of the cramming power of the teacher. "Thus he finds the reason why our educational system does not educate, not in the examination system, but in