

Of the existence of this danger there can be no doubt. The remedy "Alpha" proposes is for the University to abnegate its teaching functions, and become an examining body, the other colleges to resign their powers of examining for degrees. But is it not written that the cedar refused to descend from Lebanon and become king over the brambles? And might not more be lost than gained if the University were to abnegate its "teaching functions?" A more thoughtful view of the same question is given in the December number, by John Millar, B.A., St. Thomas, who goes to the root of the matter, by shewing that separate denominational colleges are absurd in denominations that do not claim separate schools, and their being allowed to grant degrees by the State is to the highest degree a mischievous and unconstitutional anomaly, inconsistent with the duty of the State as the guardian of public education. But public opinion, though advancing in this direction, has not reached it; meantime, perhaps, a central degree examining body for each Province, or for the whole Dominion, might at least equalize the value of degrees, and by competition secure the non-survival of the unfittest.

The vexed question of the "Effect of Examinations on School Culture," is started by A. Purslow, B.A., of Port Hope. He shews the evil effects of the "Examination Mania" in England, and in clear and forcible language traces the result on the system of "cramming," on which the Goffin examination frauds in England have afforded such a comment. The same ground is taken in "Departmental Reports and the Intermediate Examination, by a Head Master," a temperate and suggestive paper; also in "Payment by Results, by the Rev. G. Bruce, B.A., St. Catharines." In all these papers, while the benefit of

examinations as a means of testing knowledge acquired is admitted, the system so dear to the bureaucratic mind, so doubly dear to a bureaucratic inspectorate, is condemned as noxious to true education, and the same conclusion is endorsed by all utterances of the teaching profession, in essays, letters, and resolutions of teachers' associations throughout this volume. There certainly seems to be good ground for complaint, which is illustrated by two cases, in which Head Masters lose their position, merely because pupils fail to pass the Intermediate Examination.

What is to be said for the examination system as a necessary though imperfect test, is well said by J. E. Wells, Principal of the Canadian Literary Institute, Woodstock.

A series of essays by Dr. Mills, of Hamilton, on "School Hygiene," "Exertion and Over-exertion," "Lungs as they concern Education," "The Eye," are clearly written, and ought to be read by all school trustees and parents.

A somewhat technical, but thoughtful and well-written, essay, by J. Seath, B.A., St. Catharines, shews how the number of first-class teachers could be increased. He advocates the separation of the professional course for first class and for second class teachers. Mr. Seath's proposal would seem to be likely to improve both the professional and non-professional instruction by division of labour between the Normal and High Schools.

Next is a clear exposition, by A. W. Gundry, of Toronto, of Herbert Spencer's application of the evolution philosophy to education. Spencer's system is attracting increased attention among thinking men; it seems to have an almost universal range, practical as well as speculative. Some of the issues raised are also discussed by Mr. Wells. "A Biologist" supports Spencer's view in advocating in-