

every year to deliberate and enact laws, and amongst these are to be found gentlemen of very high culture and of remarkable attainments in every branch of knowledge. The Holy Father has named as chancellor of the University, His Grace the Archbishop of Ottawa and his successors for ever and has signified his desire that all the Bishops of Ontario should be overseers of the institution. The influence of these Right Reverend gentlemen cannot but be beneficial. The Sovereign Pontiff has done his share, his blessing and words of encouragement will do much, but more is necessary; we must correspond with his good purposes and try to make our College worthy of the title conferred upon it.

EXAMINATIONS.

Within a few weeks we shall be in the midst of the June examinations, and a few words may not be inappropriate at this moment. They are one of these subjects old but at the same time ever new, and we need to be constantly reminded of their bright side, for their continual recurrence seems but to increase our distaste for such trials of our past work. Examinations, like all things demanding increased efforts on our part, are naturally repugnant. During the past year the columns of the Nineteenth century have been the scene of an animated discussion on the utility of examinations, in which some of the most distinguished educationalists have participated. Various conclusions have been arrived at, but whatever individuals may think, the common consent of men will ever regard examinations in some form or other as trials of the capabilities of candidates for honors in any department of art and science. Nothing inspires such a spirit of work and enthusiasm for study as the thought of an approaching examination; emulation is aroused and all the energy even in the dullest

students is called forth. If the papers are general and free from knotty and particular questions, the minds of the students will gain much by their being obliged to sum up in as few words as possible their knowledge of the subjects of examination. The more comprehensive one's knowledge is, the more it really deserves that name; it then becomes science. But there is a class of students to whom we would like to say a few words: it to those the result of whose examinations has not been equal to their expectations. They must not think because of their failures that all their past work has been in vain. Labor in any department of knowledge, however lightly it may have been pursued will not be lost for the future. This is especially true of the physical sciences, in which personal experiment often takes the place of more purely intellectual operations. Their habits of observation thus developed and which are not as a rule called into requisition in examinations will certainly not be useless in his after life. But we have yet some time and much may be done to prepare for those trials of our year's work. The saying of Horace *improbus labor omnia vincit* is as true in our days as it was eighteen hundred years ago.

JEFFERSON AND SCHOOL EDUCATION.

Thomas Jefferson may have erred in matters concerning religion and politics, but his views on education seem to have been very sound. The principles which govern the school systems of France, the United States and Canada are not what the sage of Monticello would have approved. In these countries, it is held that education primarily and properly belongs to the State; that the schools, the children, the formation of the national character, the training of the teachers, all belong to the State. In Ontario the principle is ad-