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Editorials.

McGILL'S ANNUAL REPORT.

We have repeatedly called attention through the GAZETTE, to the disabilities under which the men, trained in English schools, are placed in this Province in their endeavour to enter either the legal or medical profession. The last annual report of McGill University devotes considerable space to this subject. It takes the ground which we have all along insisted upon, that our rights are being invaded in this matter. It is to be hoped that since the grievance has been taken up in so influential a quarter, the matter will not be allowed to drop, until a final solution has been

arrived at. Under the head of *Professional Examinations*, the report says:—"The subject of the entrance examinations into the study of the professions and the value of university examinations relatively to this, has again engaged the attention of the University and of the Protestant committee of the Council of Public Instruction. No relief in regard to the law of the province of Quebec on these subjects has been obtained, and on the contrary, the professional councils, or some of them, have introduced new and troublesome provisions. An arrangement has, however, been arrived at with the Protestant committee of the Council of Public Instruction whereby the examinations for associate in arts can be extended to all the academies and high schools, and it is hoped that this, when in operation, may establish a basis on which a system of preparatory instruction at once for matriculation and entrance on professional study can be established.

We regret to say that further encroachments on the rights of the universities on the part of the councils of the Bar and of the medical profession are contemplated, which may be injurious to the true interests of professional education. These relate to the privileges heretofore enjoyed by graduates as well as to the examinations for entrance to study.

Several educational fallacies underlie these encroachments. One is, that examinations alone can raise the standard of education, whereas this can be done only by well-equipped teaching bodies, such as those furnished by the universities. Another is, that extra-academical examiners should be employed, whereas experience shows that only those who, by continuous teaching, are induced to keep up their reading and knowledge, can be suitable examiners to maintain and advance the standard of education. A third is, that the multiplication of lectures is the best method to raise the standard of education, whereas it has been proved by experience that this can best be done by the employment of skilled and eminent professors, by the cultivation of habits of independent study, and by the extension of practical work. It is lamentable that these and similar fallacies, exploded in the most advanced educational countries, should appear to influence men whom we are bound to believe actuated by the wish to raise the standard of education and not by that spirit of local and race jealousy and profes-