

cord with the teachings of the leading colleges of the country, and with the advanced intelligence of the age." This is probably the correct statement of the case. It will be noticed that the attack is made by "politicians," not "statesmen." Any deviation from party times and party traditions is always visited with a heavy hand. It is to be hoped that there are some men in the Kansas Legislature who have a soul above party, and who will teach the "politicians of" that State a lesson in liberality.

It is a pleasant duty to notice from time to time in our columns the progress made by other Canadian Universities. The one that is making just now the most rapid strides is Dalhousie College, Halifax. Mr. George Munro, the well-known New York publisher, is a Nova Scotian, and he has wisely resolved to erect a monument to himself in his lifetime by adding largely to the endowment of Dalhousie, and enabling her to increase her staff and otherwise enlarge her sphere of usefulness. Within the past few years three well-known graduates of London University—all Canadian Gilchrist scholars—have been engaged as professors—Messrs. McGregor, Schurman, and Alexander. These are all comparatively young men, but in all probability this will prove advantageous to the institution rather than otherwise. With the departments of Physical Science, Mental Science, and English so well provided for, good work in each for a long time may fairly be expected. Another recent improvement in Dalhousie is the institution of a Law School in connection with the University, the lectures in which are delivered by members of the Halifax Bar for a very moderate remuneration. It was Harvard Law School, more than any other faculty, which made that University famous in its earlier history, and gave her the proud position she holds to-day in the estimation of the people of the United States; and if Dalhousie should happen to find in her Law School another Story, a similar result would follow. If a Law School can be successfully carried on in connection with Dalhousie University in a comparatively small city like Halifax, one is tempted to inquire whether a similar institution could not be made an adjunct of our own University in this great city of lawyers, law students, and law courts. The example set by our Blenose friends is a good one to follow.

#### M.A., LL.D.

University degrees are assumed, both by those who possess them and by the world at large, to have some meaning and some value. If they have none, or less than they seem to guarantee, the fault lies entirely with those in whose power the bestowal of them lies. And that that power has been too often wielded in ignorance, or injustice, the history of universities in every civilized country in the world plainly shows. For if academic honors are granted without due regard to, and consideration of, their object and their significance, they are certain to be at the same time misleading and false. The granting of such honors is a question in itself difficult, indeed, of satisfactory solution; it is more difficult, and more dangerous as well, when its solution is sought from data and principles that have no legitimate place in its consideration.

It is unnecessary at this day to enlarge upon the circumstances and objects of the foundation of universities in Europe: upon their original purity, and the deserved confidence that was reposed in them by the public: or the changes that have so grown upon them, taking different directions in different countries, that the character of the original is scarcely recognized in the institutions flourishing in modern times under the same name. It would be absurd, too, to close one's eyes to the advances that have been made in the systems of modern universities, in all of their most important elements. But one cannot but see that there are, at present, in many universities of the highest standing, features whose continuance shows disregard of what have always been looked upon as the reasons for the establishment and maintenance of the university as an educational institution. Among these is the retention of degrees such as above alluded to, which mean little or nothing to those who possess them, and deceive others. That such degrees have been retained, and still exist, the very complaints of educationists, in Germany, England, and the United States go to show. Perhaps we are not altogether without grounds for similar complaints in Canada.

We have in our own University certain degrees which we call Higher Degrees. How many who obtain these consider upon what grounds they are deserving of that name, or what value they have in themselves? And who of our Masters of Arts or Doctors of Law can tell us what distinction his degree affords, which a Bachelor of Arts or of Law ought not to enjoy? A satisfactory answer would not be easy. The very term

"higher degree" is a misnomer in our system, and a misleading one, and the reason is not difficult to discover.

That reason, we take it, is to be found in a persistent adherence to the vicious system of written examinations. The use of such examinations is doubtless to a certain extent necessary; but the wisest policy aims at their curtailment, not their multiplication. And the higher we get in the development of education, the more irrational does such multiplication become. The granting of the degree of M.A. by such a system seems to us absurd; certainly the *reductio ad absurdum* of the system is seen in its application to the degree of LL.D. When we consider that the degree of M.A. can be obtained by the writing of an indifferent thesis and the payment of a fee, we cease to wonder at the determination of so many of our graduates to remain satisfied with their standing as Bachelors, which shows at any rate the result of three or four years' work, more or less thorough. The systems of Oxford and Cambridge are more rational. They accept the fee and dispense with the thesis.

It was doubtless the recognition of the comparative worthlessness of our degree of M.A., that led to the advocacy last year, in our Senate, of a new degree of Ph.D., to represent post-graduate work actually done. This we hope still to see carried out. The establishment of such a degree would have a most beneficial effect. While affording a genuine incentive to work, it would place within reach of the graduate an honor deserving to be called such. That our M.A., as at present constituted, does this, few will, we imagine, seriously maintain. All university men will, we believe, sympathize with any endeavor to establish a higher degree which will have an actual value and meaning of its own.

It is pertinent here to refer to another aspect of this question, and to ask whether it is sufficiently considered that the injury arising from a wrong system of academic honors is not confined to university men themselves, but that the public, who must accept such titles as having some significance, are apt to be misled, and that seriously. The remark of Archbishop Whately on this point is as appropriate to-day as it was when made in 1852. "If," he says, "any Oxford man were asked whether the degree of M.A. and those in law and divinity, do not convey, at least to some of our countrymen, some notion of merit or proficiency more or less of some kind, and whether, therefore, a university so conferring these degrees as to create or keep up a false impression, is not guilty of a kind of fraud on the public, I do not know what he could answer." May we not be to some extent participating in such a fraud on the public, in flaunting before them titles whose pretensions are indeed far from genuine?

That our Senate has awakened to a recognition of the false and anomalous position of our LL.D. degree is shown by the introduction of a statute, in accordance with the power given by the Local Legislature last year, making the degree henceforth a purely honorary one. This is as it should be. So long as this, our highest degree, was granted upon a written examination, as it has been in the past, it could not be expected either that those who obtained it should be the most fitted to wear it with dignity, or that those whom their University would most desire to honor should be in a position to do the work necessary to obtain it. It is now in the power of the Senate to honor those, and those only, who are worthy of it. To this, there is only necessary, on the part of the Senate, care, discretion, and strict impartiality. That these will be invariably shown is the genuine and sincere wish of most, if not all, of our graduates; that it will be so, they also confidently expect. They are glad to see one of our "higher degrees" placed at last on a rational basis, and they look forward to its consistent bestowal in such a way that a real honor will be done, in all cases, not only to those who may be its recipients, but also to the University by which it is conferred.

#### THE GREAT PYRAMID OF GIZEH.

Egypt is a wonderful country. In the early history and civilization of the Adamic races, it has played an important part. It is a very paradise of monumental lore in which antiquarians delight to roam. Its early and magnificent civilization is fully in accord with the history and teachings of the Old Testament. The science of inference and interpretation of the ruins and remains of Egypt, lend a generous testimony to Holy Writ.

The doctrine of Evolution, as taught by many, finds a bold and well-qualified antagonist in Egypt. For this doctrine wishes to prove that man is a development, that he has come to what he now is slowly up through the centuries. Egypt, however, says to the contrary. Outside of Bible history, where do we see and find man the furthest from the present? We answer, in Egypt. Again, at that remote period, what does he look like?—we are obliged to answer that he looks very much like ourselves—that is, if we judge him by what he could do, as we judge like ourselves. The civilization he created and maintained for centuries was no mean affair—as the gigantic and numerous ruins broadcast