

next issue, we will try to trace the history of our present system of examination, in order that the people may see where the proper remedy is required.

—The *School Journal* of New York, one of our most welcome exchanges, has in its Christmas number referred to the question of what the school ought to be. "The turning round of the wheels of time brings curious changes. It is marvelous now to look back fifteen years, or even ten, and mark the changes that have been initiated in educational thought. The aspect of things is a good deal different. 'Go to school and learn your lessons,' was the educational maxim for fifty years, as pertained to the pupil. It is now, 'Go to school and be everything that is manly and upright, and strive to understand your surroundings.' Herbart's immense influence in Germany has been felt here and reinforced that of Pestalozzi in demanding that character be the object of the teacher and that no lesson be given in which a real ministry to the growth of the child was not apparent. This has led to searching enquiries and the arithmetic 'fetich,' as Prof. Francis Walker calls it, must follow the grammar 'fetich' which once was enthroned on high in the school-room. The pupil's highest good must stand paramount; that is the new maxim. What is the highest good? Jesus said, 'Seek ye first the kingdom of God'; Pestalozzi and Herbart both repeat this in a different form. Cause growth into character by means of the school-room exercises." And again, "Pestalozzi says, 'I believe that the first development of thought in the child is very much disturbed by a wordy system which is not adapted to his faculties or to the circumstances of his life.' This statement, plain as it may seem, and consented to as it is by all thinking educators at this time, has demanded one hundred years of debate by school-masters. The book has been over-valued, not only as a means of education, but it has caused us to define education wrongly; so much learned from the book and you are educated. There is progress because a study of Pestalozzi has been begun by teachers. And it is all the more pity that those who seek the perversion of the school in their moods of public declamation should not go to the same source to find for themselves what the true function of the school is.

Current Events.

—The library of McGill College has recently been enriched by the gift from Mr. W. C. McDonald of two hundred and