

followed in the tables is perhaps simpler than that of the educational reports from the other provinces of the Dominion, while the evidence of advancement in every department of our educational work can be readily collated from nearly every page of its easily-understood contents.

—In this connection it ought to be borne in mind that a system of education, like any other system, ought not to be judged by what it is not, but by what it is meant to be and what it does for the people. Educational systems are a growth. As has been said by a writer of some note: "No one particular age can prescribe the methods for succeeding ages; no one nation for all succeeding nations; no race for all other races. Schools are an organic growth. They represent more or less perfectly the wants and spirit of the nation. Modern methods of teaching and administration should, therefore, represent the existing state of knowledge and civilization, not the obsolete learning methods or administrations of past ages." And, as Herbert Spencer also says: "Educational systems are not made, but grow; and within brief periods the growth is insensible." And if the critics of our system would only keep this axiom in view, they would be more likely to favour the efforts that are being put forth to improve our province educationally in the direction of the necessities of the people of the province. For example, the Rev. Mr. Williamson has laid before the readers of the RECORD a scheme and a contrast. In our opinion, the scheme is somewhat premature, and the contrast a little out of place. There can be no harm, however, in discussing the scheme, for in reaching out towards the higher standard we may materially improve our curriculum in the direction of our necessities.

### **Current Events.**

—At a meeting, under the presidency of Professor Pirie, Dr. Ferdinand made an interesting statement of the results of investigations made into the condition of the eyesight of children attending public schools in Aberdeen. In schools where the hygienic precautions were at their minimum, Dr. Ferdinand said he found that out of 200 children 34 were suffering from long-sightedness, and in a school attended by middle-class children there were 94 out of 632 who had long-sight. The net result of his investigations was that out of 832 children examined 128 were long-sighted, 143 short-sighted, and 13 had other diseases affecting the vision, making a total of 284, or very