

We hope, too, that our friends will assist us in making our personal column worthy of perusal by sending us news items regarding graduates and alumni; for there is always a natural desire among departed graduates to know what has become of their old fellow students, and how, and on what fields, they are fighting the battle of life. In fact we should like all subscribers to feel that the JOURNAL is a mutual possession, and is sent not only from us to them, but from them to one another.

IT would appear from an article in the October number of the *Westminster Review*, dealing with the Government system of education in Britain, that many of the teachers are fully aware of the evils connected with the prevalent methods of teaching in the Government schools. These evils, we find, are precisely similar in results to those which are ruining the primary education of this country, and are not without their baneful effect upon its higher education. In each country we find the Government systematically discouraging all true educational methods by compelling the teachers, if they would retain their positions and salaries, to pass the pupils through the various standards in a time the shortest possible. The consequences are obvious. In the article referred to the writer, himself a teacher, says, "everything depends on success in examination, and, therefore, everything is made subservient to this. We dare not give special attention to the training of faculty—the culture of the pupils. This is a long and laborious process, and it is often difficult to bring the result of such teaching to a crucial test. Hence the mere acquisition of knowledge becomes the main object. Educational methods become mechanical, to suit a mechanical system of examination. The children ask for bread and we give them a stone. They are repelled and disgusted, and

their natural love of learning is quenched. Teachers are agreed that it is quite an exceptional thing to find a pupil who really loves learning for its own sake." How perfectly this applies to the system elaborated by our Education Department, the better teachers in the high and public schools in this province will fully understand. The country is undoubtedly losing the services of its best teachers, for many of them will not enter the Government mill, or, having once done so, soon retire in disgust. As the writer already quoted justly remarks, "a great teacher—an Arnold, a Pestalozzi, a Froebel, is not possible under the present system. Such as these would not obtain the required percentage of passes." The same might be said of any teacher who seeks to educate, and not merely to impart facts, of which the pupil can often make no further use than to set them down on paper at an examination. Facts are important enough in their places, but what a pupil requires in his education is not to be crammed with lists of facts—he could find enough of these in a day to overburden his memory for life—but he requires an intellectual development and training that will enable him to make use of facts by tracing out their relationships to each other so that he can command myriads of facts in a far more serviceable manner than the poor forced pupil can his few painfully memorized ones. Can we wonder that even the brightest pupils in our schools should heartily detest the drudgery which they daily undergo, and in which they recognize but little reason? But it is not to the teacher's interest to give his pupils a true mental training, acquired, doubtless, through the labor of the spirit but enlivened by all the delights of intellectual discovery to which the majority of pupils are by no means insensible. A true mental training must always be imparted by aiding the pupil in the discovery of truth for himself, not by