

to the mutilation of a faultless work of art like the *Republic* of Plato. The writings of Kant, which are full of confusing repetitions that really mar their perfection of form, hardly deserve the same tenderness of treatment. This is a case in which it may be doubted if the less does not contain the greater and even more. At least it is safe to say that most students are more likely to turn to the full text of Kant after a study of the more important passages in his works, than if they had to make their way against greater obstacles. No doubt there are suggestive points which the plan of this work has compelled me to omit, but I have tried to reduce these to a minimum. I believe that what is here given contains all the main ideas of Kant in their systematic connection. It is to be hoped, however, that the student who has mastered these EXTRACTS will not be satisfied until he has read all that Kant has to say."

We may add for the benefit of those wishing to procure a copy that the book may be had from F. Nesbit, Kingston, who is the Canadian agent.

A suggestive article on modern collegiate education appeared in the September number of the *Century Magazine*. In this it was pointed out that with all the outward advancement and specialization in modern American colleges they seem to have lost much of their truly educating influences. The reason suggested to account for this we believe to be the correct one. Along with the greater range of subjects covered by the modern curriculum we find more numerous and improved facilities for imparting facts or mere knowledge. The student is deluged with lectures and helps of all kinds, which are calculated on the one hand to relieve him of all necessity to think for himself, and on the other to prevent independent thinking by taking up all his time in simply cram-

ing his memory with this mass of knowledge. In the words of the article referred to, "the student has his mental food chewed and almost digested for him, and may go through a four-years' course in college without thinking ten thoughts of his own from first to last; while the student under the old regime, compelled to do his own thinking on a great variety of subjects, developed principles and methods for himself, and then accumulated facts during the years in which the modern student is engaged in forgetting them." We believe that the mere formal lecturing of students has much to do with the backward state of education in our colleges. And yet the lecturing system is very much in advance of the text-book system. A better method than either is the conversational one where the professor and his students come into more intimate contact providing for the reception of a more fruitful stimulus by the student and the awakening of his latent powers of thought.

OUR worthy Principal still continues his sojourn in far off Australia. It is not likely that he will reach Kingston again till some time in December. All expectations as to the benefits to be got from the trip have been fully realized. His health and vigour were soon quite restored. As might be expected by all who know him his trip has been rather a change than a rest. Since his recovery he has been most active preaching and lecturing in a great many places. Wherever he has gone his reception has been the most cordial from all classes. Few men can make such good use of their opportunities for observation as Principal Grant, and we may expect that he will be able to give us much interesting and valuable information regarding the present political, social, and religious condition of our colonial brethren in the southern Pacific.