

vices of slaves and dependents. A truckling servility to the educational powers of the day—a dishonest and ignoble rivalry for place and profit—an almost inexcusable absence of professional honour and etiquette are evils so manifest and so prevalent that, &c. &c.” What is a system worth that bears such fruit? If there is any foundation for what Mr. Robertson says, a remedy or remedies must be found. The whole country will be to-morrow what the schools are to-day, and the influence of the teachers on the schools cannot be exaggerated. They have more to do with determining the characters of their pupils than any other class, mothers perhaps excepted. If they have low ideals, what can be expected from those whom they train? What are the remedies? Decentralization, security of tenure, a free hand to the teacher in his room, greater power and responsibility in every head master, exclusion of political influences, Educational representation in the Department. On each one of these an article might be written. With Mr. Robertson we say, “Let the discussion go on.”

NOT unfrequently we find students discussing a question of considerable moment to them; that, namely, as to the best methods of study. This would, indeed, be a very encouraging sign, were it not for the fact that too often the question is considered from a very short-sighted point of view. Nor is this altogether a subject of marvel. In accordance with the public and high school systems of the province, which are so much admired and lauded by those whose creation they are, the student who passes through these mills on his way to College is thoroughly impressed with this fundamental principle, that the essential object or end of all education is the passing of examinations. A course of study undertaken without an examination in view would

represent so much time and energy utterly thrown away. From this point of view, then, the best method of study will evidently be that which enables one to prepare most easily for examinations, and it is this method which too many students are apt to regard as the one thing needful. We do not propose to discuss such a method; but we shall perhaps have occasion afterwards to speak at some greater length with regard to the causes of such a condition of educational matters. At present let it suffice to state, what is not at all new in theory but what is certainly somewhat novel in practice, that the primary object of anything which deserves the name of education should be the *rational* training of the individual; a secondary object being the acquiring of useful knowledge, and which will follow as a natural result of the former. As to which may be the best methods of study in order to secure this end, one cannot determine with any degree of minuteness, since, in detail at least, they must vary as individual intelligences vary; and a method which one has found to be very serviceable may be of little advantage to another. We may, however, state one general method which has been of considerable service to many an eminent and true student, as well as to many, equally true students, who have not been known to fame, but have done good work among the multitude whose labor is of the spirit. The method is more particularly applicable to a regular course of reading and consists in making a synopsis of most books read, more or less extended according to the importance or richness of the contents of the work under perusal. The advantages of such a method are considerable, for in this way one is forced to understand and examine more thoroughly than might otherwise seem necessary the nature of the facts and principles under discussion. As a natural consequence attention is drawn to the points