

yield. There is more absurd old-fogyism taking refuge in colleges than can be found in all the lower departments of school work. The time is just upon us when college methods will be submitted to tests as thorough and philosophical as those which have raised the public school methods and courses of study into a condition so natural and successful."

But while on one hand it is claimed that modern studies are equally valuable for mental discipline as any others, and that they would develop the man in harmony with his environments, it is urged on the other, that the needs and purpose of college training remain the same, and that as the means hitherto used were adequate, there is no need of change.

Many consider that the desire for the practical has become a ruinous passion.

The Educational Magazine says: "Teachers are hungering and thirsting for the practical. In these days of longing and unrest the phrasing should be: 'There is no royal road to the practical.' The schools that become meccas are taught by brains; recondite philosophy and efficient motives. There is nothing which does not rest in fact upon solid philosophy discovered either by profound research or intuition. The practical is sound intelligence in effective motion."

A writer in this Journal deals with the evil effects of the machine spent upon education, while "text-book grinding, parrotism, book-in-hand recitation, heaving, cramming unappreciated facts" are for the most part (?) obsolete absurdities, new evils have appeared. The machine spent, he alleges, destroys the individuality of teacher and pupil. Budding originality is stifled by "mechanical dull." Deluded by the fallacy that makes "everybody believe he can do anything, if only he can adopt the very latest improved method of some other body," be it making shoes or conducting a revival, painting a picture or running a campaign, "the teacher seeks in normal schools, and manuals, methods rather than principles."

This writer thus apostrophises, "Shades of the great and glorious teachers of the past—men bursting full of living force resonant with ringing enthusiasm, charged high with the

leaping electricity of knowledge, rise and rebuke this absurdity, this emasculated and benumbing tyranny of the non-essential."

Scribners monthly complains that "The individual genius and the personal quality of the teacher has been crowded to the wall by the overloaded course and exactitude of study."

In the opinion of many, mistakes, are also made in forcing mature education upon immature society. It is contended that some new states and provinces have legislated too fast in educational matters.

That the difficulties involved in these questions will be ultimately overcome, approximately, at least, is quite probable; but then gravity demands as speedy a solution as possible.

Custom in some things may only clog; in education it may ruin; experimenting with material objects may only sacrifice force, and lifeless matter; with human beings it may violate mind and spirit which are animate and eternal.

RALPH

LOCALS.

The officers of the Athenæum for the ensuing term were elected March 24th. The following appointments were made:—

President—F. H. Schofield.

Vice—A. L. Powell.

Corresp. Secty—F. M. Kelly.

Recd.—M. B. Shaw.

Treasurer—B. H. Calkin.

I. W. Corey, Chairman.

T. S. Rogers.

Ex. Committee } H. B. Ellis.

C. W. Williams.

S. H. Cain.

The last term has been one of marked improvement in our society. The meetings have been well attended and enthusiastic debates have taken place. Credit is due the retiring officers, especially the Ex. Committee, for the manner in which they have performed their duty.

On April 14th the Athenæum will resolve itself into a Local Legislature representative of that of Nova Scotia. All the forms of Parliament are to be carried out and the question of abolishing the Legislative Council will be discussed.