

children some of the Kindergarten games were weary make-believes; and one is not bound to be either a Londoner or a child to hold the same opinion. Mr. Wallis also said that except John Bunyan, no man from the beginning of time wrote worse verse, and his followers had imitated him with success. It might have been added that Froebel's prose is even more obscure than his poetry. Froebel rendered a great service to education, and therefore to humanity, but we have now reached a stage when the Kindergarten would be vastly improved if it were purged of half its Froebelism. With the rise of genetic psychology, and with modern investigation into the hygiene of the physical development of children, thinkers have discovered that much of what Froebel taught is philosophically wrong, and practical teachers have discovered that what was suitable for the German child of eighty years ago has no interest for the English or American child of to-day. What we want to remember now is that the letter killeth but the spirit giveth life. "With the right spirit an infant School may be a veritable children's garden, though Froebel might fail to recognise any appliance or device employed in it; without the right spirit the Kindergarten may be a prison, the gifts unwelcome, the occupations unprofitable, and the games irksome."

*

The population of England and Wales in 1831 was 33,525,716, equal to 33,048,107, — increase is 3,523,191, — a little more than 11 per cent. In Ireland the population this year is 4,456,546, a decrease of 5.3 per cent. There has been an enormous emigration from Ireland to England, Scotland and the British colonies, but chiefly to the United States. Ten years ago the population of Ireland was 4,704,750. It is a pity to see the country going behind, but it is scarcely a wonder when agitation is so rife and pitiless. The population

of Scotland in 1891 was 4,025,947. This year it is 4,471,957—an increase of say 11 per cent. For the first time Scotland is in advance of Ireland in population, but this advance is only about 15,000.—The Scotch are fond of emigrating, but they do not leave home in such great numbers as the Irish. Total 41,977,410.

*

Just a word on technical education. I am pleased to see the rapidly growing interest of the Canadian people in technical education, using the word "technical" in a broad or generalized sense. For years, some of us have strongly urged the necessity for doing something to give the education in our Public and High Schools more of a practical bearing,—something, during the long period of school life, to turn the attention of boys and girls to their environment, and interest them in the practical duties and responsibilities of every-day life,—something to prevent them from being imbued with the quietly but rapidly spreading idea that the most desirable place for every young man of fair ability and even moderate education is in one or other of the so-called professions. We have spoken and written of this matter for some time past; but, until recently, there has been very little response. At length, however, public opinion has changed, and people of all classes and occupations are beginning to demand some kind of provision for instruction and training in a number of practical branches, such as nature study (soil formation, weeds, insects, etc.), domestic economy, needlework, and manual training—thanks especially to people such as Sir W. C. Macdonald of Montreal, the Massey brothers of Toronto, and Mrs. Hoodless of Hamilton—men and women of large hearts and liberal, progressive views.

In our own Province, the question, under various forms, is engaging the attention of men and women at institute meetings in the rural sec-