

to expect that all these will be educated: if they are not, and those who are neglected are found afterwards to prey upon the community, endangering both life and property and costing much more as jail-birds than as scholars in an industrial School, we need not be surprised if our school system be pointed to as a failure. It is true the necessity for industrial schools has been recognized by the local Legislature, in the passage of an Industrial School Act, but this has remained a dead letter hitherto, and is likely to remain so unless the government offers to assist liberally any corporation that is willing to undertake to provide industrial as well as ordinary school training for the neglected children of our cities and towns. It should go farther than this, however: it would be quite within its province, and consistent with its duties, to establish a Central Industrial School, as it has already established a Central Prison. More cogent economic reasons can be given for the state undertaking such an institution than for providing as it does, refuges for the deaf, dumb, and blind, and an asylum for idiots. The classes that fill these institutions are harmless, while many of those who would benefit by an industrial

school grow up to prey upon us both in and out of prison. So long as any of our children may remain uneducated, our school system cannot be considered a perfect one, and the sooner we follow the example of England, by inaugurating a thorough system of compulsion, supplemented by institutions for neglected, destitute, and vagrant children, such as have been indicated, the more shall we have to show for our money.

It is yet too soon to say with confidence how far our system is a successful one, by its effect on the nation's welfare. Besides, however perfect may be its aims, much of its good results will depend upon the appliances that are employed, and it is no part of the business of the present paper to deal with these. Enough has been said to show that, if its affairs are properly administered by those who exist for that sole purpose, it is fitted to meet most of the imperative demands of modern life. If the same wisdom is shown in perfecting and fostering it in the future as has been displayed in founding and organizing it in the past, Canadians will be able to stand forth amongst the foremost nations of the world as an educated people.

EDUCATION is one of the greatest objects of the age, and most important, not only because it is the noblest in itself, but because it is the means of complete development of our common nature, and a due discharge of the duties of life in their bearing on the future destiny of the race. The fruits of education are so attractive that we are often tempted to force them prematurely, without sufficient tillage, and thus lose sight of the true object of education, which consists much more in the development of the intellect than in the mere putting in of superficial knowledge, and cramming. Hence our necessity of grounding in the rudiments of knowledge, and

thoroughness in all that is done. Knowledge thus got never dies; knowledge got otherwise never lives. Again, it has struck me whether there is not a fear of our making, through our very facilities of teaching, the acquisition of knowledge too easy for the pupils. For it is from the meeting and mastering of difficulties that intellectual strength grows and increases, just as physical exercise develops physical strength. May I venture to suggest the importance of giving special attention to the subject of Domestic Economy, which properly lies at the root of the highest life of every true woman.—*H. R. H. the Princess Louise to the Ladies' Educational Association of Montreal.*