

as deft in adapting as in originating a system to respond to their needs. The whole education of India is being gradually incorporated into a harmonious and homogeneous whole, controlled by the highest experience and intelligence which the State can procure, but worked in detail in an increasing measure by local bodies, and founded on a truly popular basis. In 1880, the year before the commission sat, there were not two millions of pupils known to be under instruction in India. Two years after the commission had finished its labours there were nearly three and a-half millions.

“UNDERSTANDEST thou what thou redest?” was the question asked by the apostle of the Ethiopian whom he found reading the prophet Isaiah. “How can I,” was the reply, “except some man should guide me?” The triumphant majority on the Birmingham School Board have either come to the conclusion that the little children could do what the adult Ethiopian could not, or they are making an inconsistent concession to the popular demand for some sort of religious teaching. The mischief of such teaching is that it deludes parents and renders it doubly difficult to provide religious teaching in other ways. The ignorant are satisfied with the fact that their children read the Bible or hear it read, and do not understand that such an exercise must, to a very large extent, be barren of good results. The friends of genuine religious education have yet to learn that, before they can secure the co-operation of the parents in the matter of religious education, they must enlighten them. Educate the parent in his religious duties, and the parent will insist on education for his child; but if the parent is allowed to consider that the demands of religion are sufficiently satisfied by having a family

Bible, rarely opened, on the parlour-table it ought not to surprise us that he is satisfied with having the Bible left unexplained to his children at school.—*School Guardian*, (London).

THE SCHOOL OF THE FUTURE.—

The school of the future must do more than we have done hitherto in the direction of mental development—must furnish better training for the hand and for the senses; must do more for the cultivation of taste and the love of the beautiful; must kindle in children a stronger appetite for reading and personal cultivation; and at the same time bring them into a closer contact with the facts of life, and with the world of realities, as well as the world of books. And the public will look to you and to such as you to fulfil this ideal. There are many grave problems in education which remain unsolved, and which yet await speedy solution, and the answers will depend largely on the degree in which the experience and judgment of our ablest teachers are brought to bear upon them. We are yet only at the beginnings of a true science of education. Many of the deepest principles and laws of that science have yet to be discovered. It is in the laboratory of the school-room, and in a closer study of child-nature by teachers, that the most fruitful discoveries will be made.—*Mr. Fitch*.

NORMAL SCHOOLS IN JAPAN.—

The Japanese system of education is now being rapidly developed. Great importance is attached to the system of Normal Schools, in order to supply an abundance of competent and well-trained teachers for elementary schools. There is a High Normal School at Tokyo, the chief city, and ordinary Normal Schools in each city and department. The High Normal