

primarily and specially adapted and intended for the other sex. It is quite evident that such an institution as we require, in order to be able to combine all the conditions of the complete and symmetrical education needed—education of intellect and heart and spirit—must be founded and conducted on the voluntary principle. Here is a glorious chance for some Canadian capitalist and philanthropist to establish a claim on the everlasting gratitude of his countrywomen and countrymen.

WE have received a copy of Mr. R. W. Phipps' report on the subject of Canadian Forestry. Like those which have preceded it, this report is carefully prepared and shows the results of no small amount of observation and inquiry. Amongst other information, it contains an account of what has been done during the past year in Ontario. It also sets forth the results of extensive experiments in forestry in several parts of the United States, which Mr. Phipps has visited for the purpose of collecting information. A very suggestive chapter treats of the planting of evergreens as wind-breaks, and a complete list of the trees of Ontario, with scientific descriptions, and much useful information in regard to value, uses, strength of timber, etc. It is to be hoped that these annual reports may be the means of arousing the people of Ontario to the vast interests involved in tree culture and the prevention of the wholesale destruction of our forests.

A VERY interesting and important experiment is about to be made by the Chicago Board of Education. A course of manual training is to be put on the list of the subjects of instruction in the High School. It will, of course, be optional. The programme will be so arranged that those who wish to take it can complete their work in the literary department in the morning, and attend in the repair shop, to be established under the management of the Board, from 1:30 to 4 in the afternoon. Mechanical drawing and wood-working will be the subject of the first year's instruction. If the results are encouraging, other branches of manual training will afterwards be introduced. If we rightly interpret the signs of the times, this new departure will yet prove to be a wide and extensive one.

THERE is no standing still in a live community. There is no finality in educational progress, or progress of any other kind. The time to "rest and be thankful" comes not to the true workman this side of the great hereafter, and it may well be doubted if it will in the great hereafter itself. The history of public school education during the last half century is a record of wonderful advance. No sane person can doubt that the progress has been real and substantial, that, on the whole, a vastly larger proportion of the children in Europe and America are being educated, and much better educated, than was the case fifty—or even twenty years ago. And in no country has the advance made been more remarkable than in Canada. The methods of the public schools are incomparably better, the facilities for the admission of children of all classes are wonderfully enlarged, and the necessity or advantage of a good education are realized by parents and the public as never before.

ALL this being so, it is not strange that, to minds of a certain type, it should now seem time to take a rest and congratulate ourselves on what has already been done. Many are, no doubt, becoming impatient of disturbing criticisms and new suggestions. In fact, it has for some years past been quite the fashion for friends and admirers of our Ontario public school system, in particular, to speak as if we had at last about reached relative, if not absolute, perfection. Our system has been lauded as "second to none in the world" till many of us have almost come to think that what so many are saying must really be true, and that little is left to be wished or striven for in the way of further improvement. Did not the late Chief Superintendent of Education visit the most progressive States of Europe and America again and again and work out the results of his observations in a composite scheme, which shuns the defects of each and combines the excellencies of all the best school systems in the world? And then has not the finished machine which was the product of his skilful hand been retouched and perfected by subsequent Ministers of Education, until at last it became possible, a year ago, to consolidate into a single statute the result of all these master-workmen's efforts, and label the Bill, "A Perfect Public School Machine, warranted to run for years without correction or repairs?"

To many who think and reason thus, it will seem presumptuous folly, almost sacrilege, to assert that our schools still fall far, very far, short of any ideal standard, and to predict that the next fifty years will see as much of real improvement, and possibly as much of radical change, as the last fifty—that the subjects and methods of instruction, the status and qualifications of teachers, and the relations of the schools to the Government on the one hand, and to the public on the other, are all destined to undergo renovation, if not revolution. We should hazard little in such a prophecy. It is every day becoming more manifest to thinkers that there are very serious defects still to be remedied in all our schools. There is too much machine work, arising mainly out of the requirements of the Department, and the want of flexibility in its programme and regulations. Teachers, as a rule, are far too poorly paid, and have altogether too much to do—too many pupils in their classes. From these causes combined the profession cannot retain in it the best talent, and men and women of ability while in it lack sufficient encouragement to devote themselves to their work with the true scientific enthusiasm, making each child-mind a special study, and adapting subjects and methods to the wants of each. In a word, the science of pedagogy is yet in its infancy, and there are few fields which offer better inducements to independent thought and effort, or wider scope for new ideas and methods.

It is to be feared that the American lady who was overheard recently sharply condemning the High Schools because they educate the children of laboring people "out of their spheres," making them "unfit to be servants," is a by no means rare specimen of a genus that ought to have been long since extinct. The incident, however, contains a hint for the teacher. The