

agitation for reduction in rents," and that "hurrah for the Sepoy," and "hurrah for the Zulu," are in reality hurrah for old Ireland, and possibly hurrah for old England. Persons insufficiently impressed with the desirableness of suspending their old-fashioned ideas would doubtless find it difficult to understand that although the home achievements of the Hibernian bayonette have not hitherto been of a character to evoke much enthusiasm of the military kind, that weapon and its rather remarkable failures are nevertheless to be reckoned amongst the most potent factors in the obtaining of justice for Ireland. But if such people could be once brought to see that a spade is no longer to be considered a spade, they would remember the glories of Slieveanamon, and not only cease to see Fenianism as a device to cheat the Biddys of Bostpn, but trace the rout of the "English garrison" in Ireland to the heroic deeds of Sweeny of the Sword at Pigeon Hill.

Deep in the Irish mind is a hatred of England and everything that is English. That such should be the case, after the lapse of fifty years of conciliatory legislation, is certainly discouraging; but it should not be expected that a people who for centuries have suffered so severely from themselves and their conquerors should feel even favourably towards a nation which they consider it to be, in some sort, their birth-right to detest.

The harvest in England and in Scotland, although disastrous, does not seem, so far, to have led to tumultuous assemblies, nor to threats of spoliation and murder; but as a matter of course, and to ease the Hibernian mind, it is not to be expected that a bad season could happen in Ireland without an outburst of national feeling. Although things are not so bad as in the neighbouring island, the harvest is sufficiently bad, combined with lowness of prices, to cause widespread distress and render a natural appeal to the landlords unavoidable. But that such appeal, reasonable in itself, should have so frequently assumed the character of a violent tumult, must be disappointing to those who at this day may have expected better things from Irishmen.

A measure or movement not associated with violence would seem foreign to the Hibernian conception. Concessions and ameliorations are, and always have been, regarded in Ireland as simply the result of fear, and so long as it is the habit of cheap politicians to share in this antique form of delusion, it would perhaps be desirable for Englishmen to cease thinking they have founded, fought for, and maintained the mightiest Empire the world has ever seen.

It would doubtless be encouraging to hear that "there is no movement on foot in Ireland for confiscation of ownership in land." Possibly there are men in that country who might discern immorality in such a proceeding, but when popular leaders, who are supposed to speak the national mind, declare that "the offer now made to the landlords would never be made again," it is disappointing and unpleasantly suggestive that the physical force, which England is said so greatly to fear, may again be called on to perform some of its imaginary triumphs, or sustain another of its crushing defeats. It is really obliging of the Irish to expect only simple justice; give them that and the bullets and the assassins would be reserved for the removal of other abuses at a convenient season. That they love justice, especially when coincident with having their own way needs no extraneous evidence, but as such might be of a kind not quite consistent with what is commonly considered justice to others, it would probably be deemed too high a price to pay even for the novel spectacle of Irish loyalty. Mr. Sullivan thinks that his countrymen in the United States and elsewhere will not allow the people of Ireland to be crushed. Possibly this is a remote allusion to a future appeal to the patriotism of the Biddys to aid "the men in the gap"; but before so extreme and rather ungallant a measure be taken, somebody should inform the world what the abuses are from which the Irish are said to be suffering, what the nature of the misgovernment of which they seem to be the peculiar victims. Some one should write the story, if any one can.

SUPPLEMENTARY ADULT EDUCATION.

The South Kensington course of Supplementary Education for the adult population of England is bearing much fruit, and might be copied with advantage by the Colonies, where at present a less complete system prevails. Since 1851 many thousands have risen to competence and distinction through the aid of the teaching received in the Science and Art classes. The only condition of admission to these schools being membership of some industrial craft, and a small fee brings them within the reach of all who desire to use them. The ages of the pupils range from sixteen to thirty, and the fees paid run from 5s. to 15s. per subject for the season, the smaller fee being the more general of the two. The curriculum provided is a most liberal one, commencing with plane and solid geometry, machine construction and drawing, and then passing on to heat, light, electricity, geology, chemistry, and agriculture. Many of these classes are worked in connection with the Mechanics' Institutions, but where these are not found, local committees are formed, and the teaching is done in local school-houses, under the supervision and guidance of the committees. This instruction begins in October and closes in April; the hours are from 7 to 10 in the evening, and the lectures occupy from one hour to one

hour and thirty minutes. Usually there is one lecture a week for each subject, and each student takes about two subjects, on which the average charge is 5s. each; but a reduction is always made to those who take a second study.

In the first or second week in May an examination takes place in each subject for pupils all over the country, and on the results, certificates, prizes, and scholarships are awarded. The examinations are of three stages,—the elementary, advanced, and the honours,—and each stage has two classes. The remuneration of the teachers comes mainly from the results of these examinations. The first class students in the elementary and advanced stages obtain for the teacher £2, and the second class £1. In the honours' stage the payments are: for first class £4, and for second class £2. Students who take second class in any stage obtain a certificate, and those who win a first receive prizes of instruments or books, while others who show special merit are awarded Scholarships of £10 and Exhibitions of the value of £25 per annum, tenable for three years. Royal Exhibitions of the value of £50, tenable for three years, are given in competition to the most successful students, and are held for three years, on the conditions that the holder attends the courses of the Royal School of Mines regularly for the period for which the Exhibition is held, and passes the examinations required for the Associateship of the school.

Many students from all parts of the old country, some in humble circumstances, have won these distinctions, and have obtained careers in the Professions, conferring honour on themselves and benefit on their country. The young men in the Dominion might profitably consider whether three or four hours of their evening leisure could not be spent in Science instruction. All Canadian cities, and many of the towns, have Mechanics' Institutions which possess the machinery for classes of this kind. If encouragement were given, a beginning could be made, and some of the Sciences taught in England could be taught here as well.

The rapid progress of Agricultural and Mining industries, and the remarkable development of home manufactures since 1869, show how much has already been accomplished; but much more remains to be done. New mines are opening, and the heavy crops taken from the soil indicate the necessity for technical knowledge, if mining is to succeed and profitable farming is to be promoted. The most pressing of our requirements in Science just now is special training in agriculture. The stationary state in the Quebec Province on the old lands has long been apparent.

There are, of course, objections to be urged against this kind of teaching for farmers' sons,—distance from town, and possibly the want of qualified teachers; but these difficulties may be overcome if there is a desire for knowledge. In England, classes in Agriculture form a new feature in the Education Department. Since this subject has been added to the list, the results become more and more encouraging. In the third year (1878) nearly thirteen hundred presented themselves for examination, with the following results:—

	1st Class.	2nd Class.	Failed.	Total.
Elementary stage.....	208	594	212	1014
Advanced stage.....	69	123	37	229
Honours.....	7	10	5	22

For the current year the statistics have largely increased, but as no official statement is published, the facts cannot be given. The course of instruction is simple, but effective. After the lecture, laboratory work follows, comprising work on geological specimens, chemical experiments, and examination and classification of samples of farm products. Thus a good elementary training is obtained in the principles of the science, on which a more complete course might be laid, including natural experiment in the field where students show a desire to continue the study; and farmers are found ready to welcome the inspection of agricultural pupils from the near towns. In Britain the Saturday afternoon holiday is often used by the students for field work in geology, botany, and agriculture. The advantage of an opportunity of testing the propositions of the class-room by direct experiment in the field is considerable. Even students at the model school at Guelph have derived much benefit from visits to neighbouring farms for the purpose of comparing experiences. Experiments under one set of conditions of soil and climate may need an entire rearrangement on an adjoining farm. Crops grown on a plot here will be seen to be altogether unsuited and unremunerative there; and the teacher finds in field work his most valuable aid to the lecture room. Apart from the mere business of learning, and the ultimate profit to the student, there is a high moral value in the work done, a source of pleasure for life that will never be lost, whatever the occupation of the taught may be.

The extraordinary development of agricultural resources in the Dominion since the period of depression set in warrants the assumption that Canada will become more and more a great agricultural country. Her cereals are unrivalled, her fruits are not surpassed, and in the raising of stock and the products of the dairy she has hardly an equal. Canadian Stilton is a product of great skill, and is looked upon in London society as a delicacy to be enjoyed only by people of means. There is no occupation in life so healthy as farming, and none so free from the corrupting influences to which youths in cities are exposed;