

girls without aptitude or taste for the subject, merely to enable the school to qualify for the Government grant. Were the studies pursued with any appreciable gain to the pupil, and not, as is often the case, from mere traditional respect for them, there could be little to say against the time which they monopolize on the school programme. But, as a matter of fact, how small a proportion profit by them, or receive from their study anything that may truthfully be said to represent valuable educational results. Meanwhile, despite all we are spending on our school system, education in other countries is achieving results of which our education as yet shews little or no signs. That our College Chairs have to be filled by an importation, is, of course, not to be wondered at, though the inability of a College graduate to write a magazine article in good literary form is a circumstance to occasion surprise. In truth, our progress, educationally, however much we are in the habit of eulogizing it, is far from a gratifying one. In Science, Modern Languages, History, and English Literature our school records have nothing to boast of. The first and simplest result of liberal culture—a desire for mental food in the shape of books—is only now slowly and modestly shewing itself. So little is the reading taste developed, and so meagre the sympathy with learning, that our school libraries have proved utter failures. The indictment might be continued indefinitely; but we have, perhaps, said enough at present on the subject. Let us henceforth look critically on our failures, and devise wise things for the future. These will not be found, we imagine, in either the methods or the studies of mediævalism. A modern age wants a modern education. Let us have that!

TECHNICAL EDUCATION.

IT has of late been frequently observed that our methods of teaching the young are still on trial. In regard to industrial education, curiously enough, we have not yet got the length of making an experiment. In some of the asylums and eleemosynary in-

stitutions of the Province, trades are taught and handicraft is made an occupation. But in our school system the education of the hand has not yet been combined with that of the mind; nor has there been much effort made to give industrial science any prominence, even theoretically, in the curriculum of studies. In recent years some recognition has been made of the claims of elementary science, and a few primers have been authorized, and their subjects given a place in the school time table. But this is all we have done, and in our ordinary school course, perhaps this is all that has been hitherto possible. If Canada, however, is to take any rank as an industrial nation, and to achieve success in manufactures, or in the development of the mining wealth of the country, something more must be attempted in technical education than has heretofore been given consideration. Now-a-days there is a more generally diffused appreciation of art, and throughout the Dominion there has been of late a perceptible development of our native industries. If we are to profit by the growth of the art-taste of the community, and by the stimulus given to our manufactures, our youth must have the skilled training and the expert knowledge, necessary to the fostering of the one and the practical development of the other. But to teach science in its application to industry, and with a special view to the needs of the skilled artisan, we must have the special machinery of instruction. In other countries the facilities given to technical training are manifold. Among our neighbours, Schools of Mechanic Arts have for years been established. In England Trade Schools, and in Switzerland and in Germany, Technical Institutes have long been in operation. France, too, in the "Écoles d'Apprentis," has her machinery of instruction, and Belgium has her Institutes of Technology. In these schools pupils are put through a system of the most diversified manual education, and are conducted through all the essential features of actual construction, in wood and iron work, and in many varieties of textile manufacture and designing. In most of these institutions the tech-