

is also some ground of confidence and hope. Quebec ranks lowest, I am given to understand, among all the provinces of the Dominion as regards the amount of its appropriations for the support of schools; and the circumstances of some rural districts, where the dissentient minority is quite insufficient in point of numbers, render adequate school provision an utter impossibility. But the school question in Quebec ought to be a negotiable problem. We have to deal with something under 1,000 schools with over 1,300 teachers. These schools are all organized on pretty much the same lines, and the results of their work are reported from time to time by the Inspectors of the Department. The Protestant Committee is anxious to do everything in its power to increase the efficiency of the schools, although it has often to suffer in the estimation of the public for the slackness of school trustees and commissioners—some of whom appear to be altogether impervious to criticism.

It is no rash prophecy to say that the question of what the right and true curriculum should be, will long continue to be an absorbing subject of discussion. Time was when continuous training in the "Three R's" for a period of school life extending over 6 or 8 years, was considered the educational ideal. These were the accomplishments which were regarded as essential for self-education, with perhaps a "top-dressing" of what were called "English subjects" grammar, geography and history. But it has long been recognized that such a course of study, no matter how faithfully administered, might leave too many children "without any permanent interests in nature, or in human institutions and human achievements, and without much inclination to acquire such interests by further study, or power to assimilate or apply such knowledge and skill as they had gained". Ability to read might be acquired "but not the reading habit; the ability to spell and write words, but no power of expression with the pen; a varying ability to add, subtract, multiply and divide simple numbers, integral and fractional, but much uncertainty in all other arithmetical operations; some fragmentary book knowledge of names and places of our own country and foreign countries, and some sciappy information relating to the history" of Britain and Greater Britain. Now reading, writing, and arithmetic are still recognized as