

to be annually trundled out from the Government press by his predecessor in office. Official blue-books, as a rule, entail a cost to the country much beyond their worth, and statistics, which few take the trouble to read, might be far more serviceably presented, in a lucid and compact summary. As reports go, the present one is, on the whole, well-compiled and laudably confined within moderate dimensions. A few comparative tables, and those giving the statistics of the Department from, we might almost say, the flood downwards, are yet to be met with; and our old friend, the Educational Museum, meets our eye in the accustomed here-we-are-again phraseology, commencing "The Educational Museum forms a valuable part of our system of popular education," (*vid.* pages 22 of the Report for 1879 and that of 1880,) and again, "The Educational Museum is not a mere collection of curiosities"—paragraphs which the printer might stereotype for annual use with as much confidence of their re-appearing as he may repose in the recurrence of the seasons. Not content, however, with the space devoted in the Report to this department having the care of "not a mere collection of curiosities," we find six pages further on taken up with a rehash of the art-jargon of European Picture-Gallery guide-books describing it, a compilation which, we presume, with the sinecure office of showman-patrol to the "curiosity-shop," now represents the services to the Bureau of Education of the relieved superintendent of the abandoned book-shop, at a cost to the country of the comfortable sum of \$1,400 a year, with, no doubt, as of yore, the accustomed "casual advantages." Happy officials! happy country! Attention, we observe, is called in the Report to that hitherto close-preserve of departmental office-dom, the Education Office Library, which, useful as it might and ought to be, considering its annual cost to the Province, should, we think, be removed and made an adjunct of the Legislative Library, or better still, made a gift of to the city, and thus become, what it is not now, available for public use. Of the really serviceable matter in the Report, our readers will

seek with relief the portion devoted to the practical business of the blue-book. Here will be found the High School programme of studies for 1879-80; the Regulations for the examination of candidates for teachers' certificates; and those directing the mode of holding the Intermediate Examination, etc. The Reports of High School Inspectors Buchan and Marling will of course be turned to and read with interest, as they deserve, and those of the County Inspectors, who have something thoughtful to say of their work, and the suggestions which their experience has enabled them to throw out for the benefit of our educational system, will find willing audience to wait on their words. As the latter afford material in abundance for comment in our proposed future review of the Report, to it we postpone what we have further to say.

MR. BOURINOT ON CANADIAN EDUCATION.

IN our last issue we called the attention of our readers to an important series of papers now appearing in the *Canadian Monthly*, on the "Intellectual Development of the Canadian People," by the Clerk of the House of Commons, Ottawa. The second of the series, as we stated, was devoted to the subject of education, a chapter in Mr. Bourinot's historical review which his great industry and intimate knowledge of the factors of Canada's intellectual and material prosperity have enabled him to make of exceeding interest. After reviewing, from the earliest period, the history of educational effort in the Dominion, the writer, as we indicated in our December number, devotes the close of his paper to the consideration of some features in our present educational system which detract from its general excellence, and to a few words upon the teacher himself, his influence upon the young, and the necessity of bearing in mind that the bent of present day teaching should be in the direction of practical studies. In the case of higher education, our author also urges, that a system of options will best serve the interests of those who seek university training for special avocations in life; and