

faculties and problems by giving a practical and industrial turn to education. However, the report before us does not deal specifically with the instruction imparted to children in the schools. The sphere of inquiry from which its contents have been gleaned was designed to include chiefly, if not solely, institutions giving a distinctly technical education, fitting men not for nothing in particular, but for some specific industrial calling. It is impossible in the space at our disposal to summarize the instructive facts here presented: to classify and catalogue the institutions to which as independent establishments, or as branches of complex ones, birth has been given by the practical, popular, and pervasive idea of special education for special work. As might have been anticipated, the Southern States, impoverished by a war which destroyed not only accumulated wealth, but those naturally to be relied on as producers of future wealth, have made least progress in founding institutions for imparting advanced specialized training. On the other hand, the great west has peculiarly felt the impulse of the new idea, and to a greater extent than the east has provided institutions where that idea can be developed free from contact with the supposedly antagonistic tendencies of a purely classical education.

The report points out in an interesting manner the respects in which the American institutions devoted to industrial training differ from analogous institutions in the old world. As a rule they are less specialized. Some of the agricultural schools of Europe, the report affirms, require greater previous training than do any of the colleges of the United States. In illustration we are referred to the agriculture schools of Bavaria, whose requirements for admission are equivalent to an ordinary (American) collegiate course, while the studies pursued are on a par with a graduate professional course.

The report of Mr. J. J. Tilley, on the public schools in the county of Durham for the year 1882, has been received. It is a pamphlet of twenty-five pages and contains the results of the inspection of each school, the condition of the school-house and premises, the supply of school requisites, the name of the teacher, class of certificate, salary, average attendance, and the results of the uniform promotion examinations.

The schools are classified under two heads: first, *efficiency*; second, *condition of school premises*; and arranged in four classes, *one* being the highest and *four* the lowest.

Mr. Tilley explains at length the motives which induced him to establish the promotion examinations, and the methods of conducting them, and expresses his gratification at the improvement noticeable in regularity of attendance, in the neatness and care with which work is done, and in the interest manifested by parents and trustees in school work. While the school houses generally are substantial and comfortable and well supplied with school requisites, the inspector thinks that enough has not been done in the matter of cleaning, painting, and ornamenting them, and that lack of care and taste is too plainly visible in some cases.

Copies of the report, which is crowded with excellent suggestions, have been sent to the trustees of each section, who are thus enabled to ascertain definitely the standing of their own

school and to compare it in every respect with others. How warmly the labors of this successful inspector are appreciated, may be inferred from the congratulations and hearty vote of thanks tendered him for his year's work by the County Council at its late meeting.

According to Inspector McLellan, "The teaching of literature is too often the teaching of parsing and analysis, and nothing more." Inspector Hodgson testifies that, "In the teaching of English too much time is spent on analysis; too little on synthesis;" and he adds, "the department . . . taught worst and least is English." We direct attention to the article on "English in Schools" in the present issue from the pen of one of the ablest English scholars on this continent. Dr. Hudson seems to us to express the very spirit of the new education and also to give most precise directions how to reduce theory to daily practice. Is not Dr. McLellan correct in saying "You cannot 'parse' a boy into the love of the true, the beautiful and the good?"

We learn that some radical changes are contemplated in the organisation of the *Provincial Model Schools*, with a view to bringing them up to the requirements of the country as training schools for our young teachers.

—We are pleased to note the appointment of Mr. A. Smirle to the inspectorship of the county of Carleton, in the place of Rev. John May who has accepted a position in the North West under the Dominion government. Mr. Smirle has been for many years head master of the central school east, Ottawa, and is known to be a very successful teacher. He is spoken of as a gentleman of great energy, ability, and aptitude for teaching, with a practical knowledge of the school system. With these qualifications he is sure to succeed and we wish him every prosperity.

DISREPUTABLE TACTICS.

Intelligence has reached us that a certain A. J. Donly, of Simcoe, has mailed to every inspector in the country a postal card asking for a list of the teachers in his inspectorate as he wished to bring matters of interest under their notice. He signed himself "member of the Board of Examiners, Simcoe," and some inspectors were naturally led to believe that said Donly had something of vital importance in educational matters to discuss with the teachers in his official capacity, such as relates to certificates, &c. No such motive has inspired Mr. Donly, and we hasten to lay the truth before the inspectors. Mr. Donly has seen fit to adopt this disreputable ruse to obtain a more ready response, and to procure the coveted lists with greater certainty. He wants them because he is employed as an agent in the interest of Nelson's series of Royal Readers. Why could he not in a manly, honest, straight-forward way state his object in seeking these lists? He adopts the subterfuge to beguile the inspectors—a course which is only in keeping with his false statement that the Royal Readers are authorized. He mistakes the teaching profession if he, or any other person, is under the impression that the inspectors can be caught in such a badly baited trap.