

pel the teacher to overlook this. A revised course that would meet with the demands of the present age, would include manual training, domestic science and nature study, botany, zoology, chemistry and physics. Physical and geological geography should be taught practically, and thus train observation and stimulate imagination and reason. In nature study knowledge should be received direct from nature, not from books. Children love flowers and nature. All find inspiration in woodland scenery. A practical study of flowers and plants, in which pupils handle, examine and sketch, trains the powers of observation and awakens a spirit of investigation. The study of zoology would further the progress of farms. Children should know destructive insects, and the other animals that counteract these. They love animals, so note their friendly animals; they love birds as they love flowers, so note their beauty of form and plumage and to look on them as friends. Enthusiasm in this study in the West, has aided prosperity and brought refinement and strength to minds in their prairie homes.

The Rev. F. W. White, B. A., read a paper on "The Teaching of Morality." He said that as a minister of the Gospel and an ex-teacher he was much interested in this subject. He considered that there were three ways of teaching morality in our schools. 1, The direct teaching of it by lessons on such subjects as self-control, industry, fortitude and courtesy. Half-hour lessons on these might be part of the Friday afternoon work and made both profitable and interesting by careful preparation and the use of illustrations. A helpful book for this is J. O. Miller's *Studies in Ethics*. 2, The more or less indirect way of teaching it in all the daily life of the pupil by constant watchfulness of each individual and the continual suppression of the bad and cultivation of the

good in each, striving rather at the latter as the best means of accomplishing the former. In other words have the pupils practice morality. 3, The indirect teaching of it that comes from the personality of the teacher. The teacher's unconscious influence is the chief element in all his teaching of morality. That can only be truly helpful as it proceeds from a character that embodies and reflects in some measure the teachings and character of the Lord Jesus Christ.

THE QUEBEC PUBLIC SCHOOLS.

The following interesting figures and deductions therefrom have been prepared from the recent report of the Superintendent of Public Instruction, P.Q. :

1900.	R. C.	Protestant	Total
Schools	4,953	959	5,942
Scholars	274,679	36,574	311,253
Attending schools of different faith	2,606	1,407	—
Teachers, total	8,371	1,398	9,769
Teachers, "religious,"	3,259	1	—
Teachers, lay, male	277	114	391
Teachers, lay, female	4,885	1,283	6,118
With Diplomas	4,497	1,314	5,811
Without Diplomas, lay teachers	615	83	698
Without Diplomas, "religious"	3,259	1	3,260
Average Salaries, Male Teachers, with Diplomas—			
Elementary	\$242	\$663	—
Model and Academy	487	830	—
Average Salaries, Female Teachers, with Diplomas—			
Elementary	111	152	—
Model and Academy	131	291	—
French scholars learning English	73,506	—	—
English scholars learning French	—	24,608	—

The report shows a decrease in Protestant schools of thirteen; of scholars, forty-two, and of teachers, nineteen, and an increase in Roman Catholic schools of seventy-nine, of scholars, 3,986, and of teachers, 53. There is significance in the continued decrease in the number of "religieux" employed in the Roman Catholic schools, 105. The number is now 3,259. In 1825 there were 4,309, considerably more than half of the Roman Catholic teaching staff at that