

education of the children of the city the sum of \$367,820. An average each year of \$20,434. Let us see what we have to show for this expenditure.

ATTENDANCE, STUDIES, ETC.

The ordinary attendance at the city schools has varied a good deal; and has, perhaps, not always kept pace with the growing population of the city. But it is a most gratifying fact that the percentage of daily attendance, as compared with the number registered, has been steadily improving. So, too, it is most gratifying to notice that while there has been but little perceptible change in the cost per pupil in the schools on the basis of the number registered, there has been a very decided decrease, when compared with the average attendance. This is, indeed, the true basis of calculation, because by the average attendance of pupils and not by the mere number registered in the books, must the work actually performed be measured. The following table is interesting as illustrating these facts:—

	No. in School.	Average attendance.	Per centage.	Cost per pupil.	Cost based on average attend'ce.
1850	950	412	43		
1851	1017	442	43		
1852	1290	454	35		
1853	1975	1043	53	6.69	
1854	2333	837	36	10.37	
1855	3026	1569	51	7.95	
1856	3234	1580	49	5.68	11.24
1857	3074	1400	42	5.54	13.07
1858	3713	1354	36	4.83	12.71
1859	3560	1450	46	6.03	14.82
1860	3709	1818	49	4.87	9.93
1861	3122	1678	53	4.89	9.15
1862	3003	1467	49	5.14	10.53
1863	3508	1907	54	4.07	7.78
1864	3572	1963	52	4.84	8.82
1865	3635	2090	57	4.80	8.35
1866	3623	2161	59	4.86	8.16
1867	3800	2522	66	5.24	7.93
1868	3714	2527	68	5.22	7.68

These figures exhibit a substantial progress in what constitutes the real success of a school system, viz.: the average attendance of pupils and the cost at which a thorough system of common school education is afforded. The numbers on the register, and nominally attending the school, has not for the last half dozen years materially varied; but the number of pupils actually in attendance from day to day, and thus under the influence of successful teaching, has been steadily increasing. The fact is one upon which the trustees and teachers are to be congratulated.

In reference to the studies of the scholars, the figures which we have exhibit some curious phases which are fair ground for serious reflection. For convenience of classification, and as showing the general divisions of the school, we take the five standard readers; and we find that there were in these during the same period, the following relative numbers:—

	1st.	2nd.	3rd.	4th.	5th.
1850	184	205	234	166	131
1851	163	215	272	189	130
1852	131	152	146	124	78
1853	483	458	200	160	80
1854	530	423	360	320	90
1855	833	973	616	478	126
1856	897	1060	640	507	140
1857	922	1102	570	679	234
1858	1160	1369	434	466	183
1859	716	1763	434	876	246
1860	960	1393	401	554	206
1861	762	1312	405	470	137
1862	607	1422	447	412	163
1863	977	1466	453	434	179
1864	1302	1513	920	477	155
1865	1150	1448	408	442	177
1866	865	1506	489	425	139
1867	1145	1077	611	415	153
1868	1158	1213	818	394	140

What strikes one rather forcibly in looking at these figures is the small number of scholars in the higher divisions. That the number the fifth or highest, for instance, should be only seven more than was eighteen years ago, is certainly not creditable. It indicates that comparatively few of the scholars who enter our common schools have the advantage of going through all the departments, and, as a consequence, that the number who can be said to possess

the foundation of a first-class English education is small. We are quite sure that this will be esteemed by all parties who value education as something more than the mere ability to read and write English sentences, as a very great misfortune. It is an injustice to the children that they should be taken from school short of the fifth general division.

On this point, the Principal in his report for the year, makes the following remarks:—"As many of our pupils leave school before going through the Central, the best arrangements possible should be made for those who are only a short time at the fountain of knowledge. While at school, so many of them as to make it utterly impossible for the teacher to do them justice, should not be crowded into a division; and the best teachers, teachers of the highest standing, should be engaged to teach them. In my judgment, based upon twenty year's experience, as well as conversing with educationalists and reading on the subject, no teacher can attend properly to more than fifty pupils. Moreover the youngest pupils should have the best teachers, so that at the outset they might have the very best instruction, thereby securing to them those habits of thought in learning and in conduct that would be of so much value in after life. In education, as well as in other matters, 'a thing well begun is half done.'" This principle is, we are glad to say, carried out as far as practicable; and the complete attainment of it is the constant aim alike of the Principal and of the internal management committee of the Board.

We have divided the school into five general divisions in the above analysis; but there are in reality twelve divisions, and these are divided again into some thirty classes. All the children, from the youngest upwards are taught geography, writing, and the elements of arithmetic. The scholars going through the common schools enter first one of the Primaries; and in these they are taught reading, spelling, enunciation, pronunciation, writing on slates, oral and written arithmetic, arithmetical tables, geography, and lessons in objects, size, colour, form, &c. There are in the Primary schools three distinct divisions, the third called an intermediate division, from which pupils are drafted into the Central school. In the Central school the course of instruction comprises reading, spelling, writing, arithmetic, geography, grammar, object lessons or natural history, history (Canadian, English and general), physiology, drawing, mensuration, book-keeping, astronomy, algebra, geometry. And children passing through the highest grade may, without doubt, be said to be well grounded in a thorough English education. The system of promotion is well calculated alike to stimulate the teacher to exertion, and to advance the pupils; while the limit table in each division is based upon an appreciation of the importance of thoroughness in the work to be performed.

Looking at the Common schools as a whole, and bearing in mind the imperfections which necessarily attach to all things human, we are bound to say that they are an honour to the city; the teachers are, as a whole, earnest and devoted labourers in the cause of education. No one can visit our Primary or Central schools, as the writer has done within the last few weeks, without being impressed with the admirable system of instruction that is pursued in them.

THE GRAMMAR SCHOOL.

For many years the Grammar and Common Schools were united; a system which, however admirable in rural districts, was not found in this city to operate to the advantage of either. We purpose, however, reserving special remarks on this point for the moment, to review the progress of the Grammar School for the last eleven years. Adopting the same system as we have adopted with relation to the Common Schools, we give first a comparative statement of the receipts and their sources, since 1858 inclusive, as follows:—

	Government grant.	Fees.	Municipal grant.
1858.....	170	185	754
1859.....	650	200	300
1860.....	730	200	100
1861.....	765	500	825
1862.....	755	360	240
1863.....	742	450	127
1864.....	822	708	200
1865.....	991	684	308
1866.....	1147	661	6143
1867.....	1114	1084	3845
1868.....	1164	1219	639

The large sums from the Municipality in 1866 and 1867, were due to the erection during those years of the new Grammar School building, rendered necessary in consequence of the separation from the Common School; the building having, with the ground, cost