

school, the greater part of the time, by securing school privileges nearer home, and very often the divided sections will, by a little extra exertion, continue to maintain quite as efficient a school as before.

Another section (Fox Creek) after laying dormant for a number of years, has been resuscitated. Here I would again acknowledge the kindness of our friend Chas. D. Mack, whose disinterested efforts to benefit outlying sections by aiding me to establish schools, is fully appreciated.

Denmark has already opened school in their new building, and realizing the advantages of a school, are determined to keep it open Winter and Summer, proving that the "State of Denmark is not rotten." Nearly every section in the southern district provided with a school-house, has had a school during the whole year. While in the northern district Caledonia Corner and Harmony were without a school during the summer. They have, however, again opened their schools, and I trust, will not allow the neighboring poor sections to outstrip them in educational zeal by suffering their schools to be closed another term.

The Furniture in most of the schools are either the patent desks or a fair imitation, one or two only have old-fashioned long desks. The Apparatus in the majority of the school-rooms is either defective, deficient or defunct. All have Maps and Black-boards. A few have Globes, Lexicons, Gazetteers, &c. Two only have a part of a Chemical and Philosophical apparatus. None have a complete set of appliances for illustrations and experiments in Chemistry, Philosophy or Astronomy.

So far as externals go, this is no doubt a favorable record. There are, however, serious drawbacks to educational advancement still in many of our schools. These are—

First, A too frequent change of teachers, owing to the inability or unwillingness of rate-payers to make adequate remuneration for the services of first-class teachers. It is absurd to expect a young man or woman with any education, spirit, or ambition, conscious of their value, to be content to teach for a salary equal to that of a day laborer, or an indifferent mechanic. Trustees will complain that they cannot keep a teacher. "So soon as they get to be any good they leave." I can only tell them, make their business pay and they will stay—stick to you like wax.

Another obstacle to progress is defective discipline, either from an innate incapacity for governing on the part of the teacher, or as the result of a bad influence brought to bear upon the child at its own home—a want of sympathy between parent and teacher. There is no more effectual barrier to the success of a teacher than a want of harmonious action between parent and instructor. I have no sympathy for the father or mother who listens to the frequent rehearsals of a tale-bearer's troubles at school, and avenges exaggerated and imaginary wrongs upon the head of a task-worn and patience-tried teacher. This kind of love for offspring can be seen in any of the lower animals not endowed with reason. Surely the teacher has enough to contend with in subduing the natural man in a child, in adapting himself to the different dispositions of children—enough to drain his nervous system and exhaust his patience in overcoming the natural stupidity of some, and trying to penetrate the ironclad brains of others, without being requested to "step out" and test his physical powers with some brawny-armed athlete. Teachers as a general thing do not want to fight with parents; they would rather brook an insult.

Another, and I fear the greatest hindrance, is irregular attendance. Upon the question of a Compulsory Law, I have in two previous reports given my views, and shall at present content myself with a brief remark.

There are certainly two sides to the question as there are also two different standpoints from which to regard the present school system. If the aim of