

venience and amusement of the pupils. The house and its surroundings should be attractive, and means should be devised for physical as well as mental training.

In reference to the schools the tables will shew that sixty-one were in operation during the winter, of which twenty-two were taught by males, and thirty-nine by females; and sixty-two in summer, taught by eleven males and fifty-one females. The latter, it will be observed, largely predominate, and of these in winter more than one-third were of Grade E, and in summer nearly half. It will also be noticed that in winter only eleven teachers were engaged in the same section as during the previous term, and thirty-five in summer. These frequent changes prove very detrimental, in most cases, to successful teaching.

The number of pupils registered in winter was 2990, being 674 more than the same term last year. The Grand Total days attended by these, 181,228, being 47,823 more than the previous winter. The summer registry contains 2830, or 572 more than the summer before; and the grand total was 189,075 being 29,750 more than the corresponding term of 1875. This shows the proportion of population at school to have been about 1 in 4.4, or more than heretofore reported.

With respect to the schools, it is gratifying to know that in many of them, where first-class teachers are employed, and their efforts encouraged by trustees and others, good work is being done and a fair amount of scholarship, proportionate to the ages of the pupils, is manifest. In several sections the advantages of securing the services of efficient teachers, even at considerably advanced salaries, is becoming more apparent, and a greater disposition is shown to obtain such as are known to be possessed of good qualifications for the office. Too many, however, of our schools are still occupied by inferior teachers, and of the lowest grade of license because such can be engaged at a lower rate of salary. Few seem to realize that trained and educated teachers are needed for elementary as well as more advanced schools. Much of school progress depends upon good teachers, when they have the proper appliances for working with, and their selection by trustees becomes an important duty which they should perform for the best interests of the section.

In government we have found several of our teachers succeeding admirably, and the pupils quiet, orderly and attentive to required duties. The rod as an instrument for enforcing discipline, is getting less in use, and in some schools is entirely discarded. Scholars usually understand when the teacher has the faculty for governing and respect it sufficiently to conduct themselves with propriety. If this faculty is wanting, disorder, noise and confusion ensue.

In reading and spelling there is evident improvement. The phonetic distinctions are more carefully taught, and the different modulations of the voice, with emphasis and inflection, are duly practised. Some teachers read each paragraph before requiring the pupils to do the same, and if all teachers were good readers, such a system would doubtless prove very advantageous. In spelling, pupils are being taught habits of observation so as to learn at sight how to spell any word they may meet with whether in their reading lessons or other exercises, to write from dictation, to compete with each other in classes, and to know the meanings of the words they use.

Writing is not so successfully taught as is desirable. Teachers attribute their failures to an insufficient supply of copy books and a want of uniformity in those provided. To this, in some cases, may be added, an inadequate acquaintance, on their part, with any standard system of writing, a lack of required attention to the proper formation of letters and the practising of the pupils on different copies and in different styles at the same time.

A few painstaking teachers have obviated these difficulties, and the results have been very satisfactory.