

partly to be accounted for by the fact that some of the teachers of these Grades were candidates for a higher, and in several points were qualified for such. Then again their field is generally limited to the smaller sections. But success in teaching depends very largely on the teacher's firmness and tact in managing the School, and some of the teachers of the lower Grades possess these admirable qualifications in a higher degree than do some of higher scholarship.

While so many of the workers are entitled to respectful mention, the state of the Schools and of Education in connection with them is not satisfactory. The Reading is, in general, poor. As one listens he receives the impression that the scholars are classified and set to work at a point beyond their real attainments. They are attempting to read connected sentences and long paragraphs when, plainly, they cannot read at sight common words. You call for another class. It is much the same. Here is one reading in No. V. whom you think would do pretty respectable work in No. III. He ought certainly not yet to be beyond No. IV. There is another in Book VI. It is a comparatively easy Book as to the words, and that is why he is there: but it is difficult to read it with proper expression. Now, the Book is evidently intended to furnish exercises for just such reading. But the scholar spells out this word, stops for the teacher to pronounce a second, goes on and stumbles over a third. Another tries; his difficulty with the words is not so great; but his progress is decidedly jerky. A third takes the matter up. You feel that he ought to be able to get along easily and well: but for no cause that you can see, save the bad habit contracted, he constantly stops in the middle of the simplest words of more than one syllable and repeats the first part, or, irrespective of the number of syllables, he is constantly stopping and repeating. Meanwhile what has become of the thought or the animated feeling of the author? Comparatively few seem to think it pertains to school-reading to render such subtle things. Such is the kind of Reading which is to be heard not indeed invariably, but far too commonly. The writing generally is small, light and scratchy. I do not know how far Staples' System is responsible for this style: but the principles of his system are neither taught nor studied. In fact many of the teachers don't like it; while some seem to think themselves absolved from the duty of giving special attention to this department of school work by the provision of Copy Books with accompanying instructions; and some must make considerable improvement themselves, before much, in the way of instructing others in writing, can be expected of them. Arithmetic appropriates a good deal of time and attention of the School. The teachers themselves do not, however, seem to think that the general results are what they ought to be. "The scholars were on so far; but I had to put most of them back to the fundamental rules—they didn't seem to understand anything." Grammar receives careful, intelligent attention in a good many schools; but in the majority there is not very much to show. The good Grammarians among the scholars are comparatively few, while in not a few schools an ability to pick out the nouns and adjectives, represents the progress made. The best Grammarians are very generally absent the day the Inspector visits the School.

Now you would ask me, were I presenting this statement verbally: To what do you attribute this unsatisfactory state of things? Looking at the matter, first, from the side of the teachers, we cannot entirely free them from blame. The dissatisfaction freely expressed to me outside, in the case of a Grade B Teacher, could easily be seen from the appearance of the school to arise from a lack of energy. The teacher was rather easy-going. The scholars who wished to learn receive all needed help and encouragement: but the unwilling and careless were not sufficiently stimulated. Then, in the Teaching profession, as in all others, there are varieties of capacity and some incapables.