

influenced by this fact. That it is not so we have not to go far to prove. One of the High School Inspectors in his Report says: "Intelligent and expressive reading is in danger of becoming a 'lost art' among us; English composition is often 'crowded out' of the school programmes altogether. Orthoepey—English, French, Latin, or German—holds a very secondary place in popular estimation, while writing and drawing are generally pushed to the wall." Another says: "In many High Schools neither reading nor writing is taught, though there are pupils requiring instruction in these subjects." The statistics shew that while there were above 11,000 in Algebra and in Geometry, and above 5,000 in Latin, there were but 4,500 in Book-keeping and Commercial Transactions, and only 2,871 in Chemistry and Agriculture.

In our review of Mr. Crooks's Report, last year, we pointed out the utterly valueless nature of the statistics of the Normal Schools. Who cares to know from what counties the students have come, or their religious persuasion? If the Minister wishes to give us statistics of this kind let him direct his attention to the visitors to the Museum; some people might like to know their number, and their nationality, and possibly their religious persuasion might interest one or two! But to encumber his Report with half a dozen pages of utterly useless rubbish about these schools is chronicling very small beer indeed. No information is given as to their cost, nor any statement of the average attendance at them. We are, therefore, unable to give any figures to shew, as we have done in the case of Public and High School scholars, the cost per pupil. We have no reliable figures to shew how many students in training were successful in passing their final examination. The Report is silent as to the average length of time each student is allowed to devote to acquiring experience in school-room work by practice in the Model School. For his sins of omission and commission, in the Report of these schools, we trust that Mr. Crooks, who is a good English Churchman, will utter

from his heart that part of the General Confession, "We have left undone that which we ought to have done, and we have done that which we ought not to have done." What information of importance there is we give, and supplement it by extracts from the Estimates of the Province.

NORMAL SCHOOLS.

	Toronto.	Ottawa.
Number of male students admitted in 1879.....	134	106
Number of female students admitted in 1879.....	113	76
Total.....	247	182

SALARIES.

Principal.....	\$2,000	2,000
Science Master.....	1,800	1,500
Mathematical Master.....	1,500	
Drawing Master.....	700	700
Teacher of Writing and Book-keeping.....	1,000	500
Teacher of Music.....	600	600
Teacher of Reading and Elocution.....	500	500
Gymnastic Master.....	300	

From the table devoted to Teachers' Associations we gather that there were 60 in existence in 1879, with a membership of 4,185. That their total receipts amounted to \$7,632.24, including \$2,750 from the Government. The expenditure was \$4,772.30, leaving a balance of \$2,859.94. These Associations are, therefore, financially in a fairly prosperous condition. Long before any pecuniary aid was given to them by the Government, Dr. Ryerson proposed to employ an experienced man to assist at their meetings, and by his extensive knowledge and varied experience as an educationist to give practical value to their deliberations. If Mr. Crooks were to devote another \$2,750 to the employment of such a man, who might also have the general supervision of Model Schools, he would find it money well spent, and he could justify it by shewing he was only carrying out the plan of his predecessor.

With a considerable amount of labour on our part, we have thus put before our readers the most important features of this Report.