

not "born to rule," and therefore find it almost impossible to maintain order and discipline in even a possible degree. These latter classes should turn their attention to other pursuits, and make room for teachers better adapted to the performance of the important duties which they are required to discharge.

Many of the teachers are evidently improving in power and efficiency, and are by study, observation, and well-directed efforts put forth in their profession, constantly adding to their stores of knowledge, and to their ability to properly teach and govern the school over which they are placed. These teachers are becoming more efficient and more worthy of confidence and support every term. They see and feel the duties and responsibilities of their position, and labor earnestly to perform the great and arduous work assigned them. It is a matter of regret, however, that they do not, in many instances, receive that encouragement and support, pecuniary and otherwise, from trustees and parents, to which their abilities and experience justly entitle them. As a natural and inevitable result of this want of appreciation and support, some of the best teachers are leaving the profession and entering upon other spheres of labor in which their efforts will produce more liberal returns.

A considerable proportion of the teachers are young and inexperienced, and therefore need help and encouragement not only from the Inspector and Commissioners, but more especially from Trustees and Parents. I am sorry to be obliged to report that in many instances they do not receive from parents and trustees that amount of consideration and moral support to which they are justly entitled. I am not able to record an instance in which trustees have visited the school the number of times required by law. In many cases they have not visited the school room even *once* during the term. The same remark is more especially true concerning parents other than trustees. This apparent indifference manifested in so signal a manner, has a very discouraging effect upon the teacher.

While the schools have in general exhibited a fair amount of progress, a few have done remarkably well. In the case of these latter, a combination of favorable circumstances was found to exist. These were—teachers well qualified for their work and earnestly, diligently and judiciously discharging their duties—regular attendance, good accommodation, suitable apparatus, and co-operation on the part of trustees and people. Where these conditions existed, the result has invariably been most gratifying, and has amply rewarded those sections that had liberality and discrimination enough to make a suitable and necessary provision for the education of their children. A failure to obtain satisfactory results in schools is directly attributable to neglect on the part of trustees and rate-payers to secure the necessary conditions. In many sections the illiberality of the rate-payers in refusing to place an adequate sum at the disposal of the trustees renders it impossible for them to secure the most essential requisites of a good school. As proof of this the statistics of the year disclose the fact that \$14761.00 only were paid by trustees to teachers during the year, which would be on an average about \$150.00 for each teacher employed. The educational status of the country cannot be expected to rise very high without a greater outlay of money.

In the matter of attendance at school no improvement can be reported. During the Winter Term, the percentage of enrolled pupils daily present at school was about 57; while during the Summer Term it was only 56. The number of children between five and fifteen years of age reported not at school in sections having schools, was no less than 702 during the Winter Term and 626 during the Summer Term. This irregularity in attendance at school is, in my opinion, one of the greatest hindrances existing among us to the requisite and essential work and progress in the Public Schools, and will, unless some