

as ascertained by facts and calculations, add one-fourth of this number to itself to get the population from 5 to 21. This will give us 490,700 in the counties. The number, of all ages, that entered school in 1871 was 358,895. This leaves 131,804, or 27 per cent., of the school population that did not enter any public school at all! Again, nearly 40,000 attended less than 20 days in the year; and over 73,000 attended under 50 days. All the education these 113,000 children could get in 20 or even 50 days amounts to nothing. We may therefore add over 22 per cent. more to the number deriving no benefit from the educational opportunities provided by the Public Schools. Altogether, therefore, nearly 50 per cent. of our young people are not being educated at the Public Schools. But in addition, over 95,000 in the counties attended under 100 days, and 76,000 attended under 150 days. We may therefore set down 171,000, or 34 per cent. more, as being only imperfectly educated, if regular attendance can be the test. 53,639 attended from 150 to 200 days, and 18,608 attended over 200 days. If these represent regular attenders and successful students, we have nearly 15 per cent. of the school population taking full advantage of the provision needful for popular instruction. To summarize, we have over 244,000 young people reaping little or no advantage from our Public Schools; we have over 171,000 taking only partial advantage; whilst only 72,247 are attending full or nearly full time, 50 per cent. getting little or no education; over 34 per cent. being imperfectly instructed; and 15 per cent. or 72,000 being educated at an annual cost of \$1,383,340. What have we to say for "this Canada of ours" now? "Whither are we drifting?" Have we not been playing "school," like children, only on a gigantic scale? Have we not been working blindfold? Self-blinded? We have borrowed and purchased on all hands. It seems a matter of fact that our free schools have brought with them more irregularity and indifference than were apparent under the rate-bill system. That does not imply that free schools are a failure. It only proves that the necessary concomitants were not provided when the free school system was introduced. Now, we think the figures given above answer in the affirmative the question: Our educational system has failed, and terribly failed. Take, if you will, any ten young men or women, at random, who have taken a regular and ordinary course at a Public School, and how many of them will you find intelligent, fluent and correct in reading, speaking, and writing? Not more than one. Hardly that. Not only do children attend irregularly, but the instruction given has been mostly unattractive, vague, inaccurate and valueless as a training or foundation. The causes of this "ominous and humiliating" state of matters I conceive to be, the indifference of parents, the frequent change of teachers, the unattractive and uncomfortable condition of school houses, the employment of cheap teachers, and great distances from schools, as well as lack of text-books, maps, and apparatus. To remedy the great evil, irregular attendance, our Legislature should enact a more stringent law of compulsory attendance, with provision for the appointment of a truant officer in every municipality, whose duty it would be to punish all parents who shall not send all children from seven to ten years old for six months in the year, and all from ten to fifteen for ten months. Houses should be made as comfortable and cheerful as homes. Filth, disorder, rudeness, should not be associated with the idea of the day-home of the children. They should have the means of social and intellectual enjoyment provided as religiously as the birch has been in the past. It is a shame, a disgrace, the way in which children are huddled, tortured and smothered in most of our schools even yet—dirt on the floors, dirt on the doors and walls, dust on the desks, dust on the sills, on the maps, the windows—outhouses exposed often, and often unfit to use, play-ground unsuitable, often muddy, uneven, exposed—no shade trees, no play-shed—nothing but dreary, tiresome days, theirs at school. And why should not the first question be, "How shall we secure a good teacher for the longest time?" A good teacher is worth his weight every year in silver, if not in gold. A good salary and a good home would make it easy, as a general thing, to get and keep such a man. Education should not be a peradventure. A definite end—the thorough and universal education of the rising generation—with the necessary means, should be made sure, so far as these are at the disposal of the country. The number from counties, cities, towns and villages who entered all colleges, high schools, and private schools in 1871, was 16,000, or about three per cent. of the county population, so that if we suppose two-thirds of these to be county pupils, and two-thirds of those to attend regularly, we have still under seventeen per cent. likely to be thoroughly grounded in education. The conclusion, however startling and however unlooked for, must therefore be faced: We are expending all, or nearly all our energies on less than half of our population, and the rest are growing up in ignorance, and preparing a harvest of crime and shame for our country.

HIGH SCHOOL SECTION.—The following is a summary of the pro-

ceedings of the High School section, which consists of High School Masters:—A discussion arose out of a proposal to revise that clause of the amended constitution which relates to special meetings of sections of the Association; and after explanation of the machinery already provided had been given, the motion to amend was lost on a division. A resolution was offered recommending the omission of history as a test for admission of pupils to High Schools, but on an intimation having been received from the Education Office, that this amendment to the examination scheme had already been entertained, and probably approved of by the Central Examiners, the resolution was withdrawn. The High School regulations were considered and discussed. Mr. J. Hunter moved, and Mr. Wm. Houston seconded, "That it is the unanimous opinion of this section that the 22nd regulation, which relates to the re-examination of pupils for admission to High Schools and Collegiate Institutes, should be withdrawn." Carried. Mr. Tamblin moved, seconded by Mr. J. B. Dixon, that they recommend that all Boards of Examiners for admission into the High Schools and Collegiate Institutes, accept the papers of the Council of Public Instruction for the examination in October next. It was moved in amendment by Mr. W. Oliver and seconded, that in the opinion of this section uniform papers be prepared as proposed in section 4 of the regulations; and further, that such a change be made in the law as to make this mode of procedure imperative, and that in the meantime H. S. section recommend the use of said papers in October next. Amendment was declared lost and resolution carried. Mr. D. C. Sullivan moved, Mr. J. Hunter seconded, that the High School examination papers ought to be transmitted to the Chairmen of the several High School Boards, as the proper presiding officers of the Boards of High School Examiners, and that all duties assigned in these regulations to the Inspectors as presiding officers should devolve on the Chairman of the High School Board. Carried. Mr. G. C. McGregor moved, and Mr. J. Hunter seconded, that clause 9 of the regulations, which refers to the consent of parents, should be omitted as unnecessary. Carried. Mr. McGregor moved, seconded by Mr. J. Scott, that section 13 be amended so as to read, "That four examinations for the admission of pupils into High Schools be held, and that the said examinations be held two weeks after the commencement of each term." Carried. Mr. T. Turnbull moved, and Mr. H. Strong seconded, "That section 19 of the regulations be amended as follows: The attendance of candidates at a High School or Collegiate Institute will not be credited in making the appointment to such school or institute, unless their admission be favourably reported on by the High School Inspectors, as being agreeable to the regulations; but the Head Master of the High School shall have the power to admit pupils provisionally until the first entrance examination thereafter." Carried.

HIGH SCHOOL BILL.—Mr. McGregor moved, seconded by Mr. J. Scott, "That the clause of the High School Bill which provides for the transfer of the powers of the High School Boards to municipal corporations, ought to be expunged." Carried.

MISCELLANEOUS.—The following were elected members of the High School Committee:—Messrs. Mills, Ballard, McMurphy, Hunter, and Turnbull. It was resolved, on the motion of Mr. Hunter, seconded by Mr. McGregor, "That in all intended changes in the regulations of the Council, at least six months' public notice be given of said changes." Mr. Scott moved, and Mr. Crozier seconded, "That in the opinion of this section the High School Bill should provide for each High School a district based on a minimum assessment capable of maintaining it in a state of efficiency." Carried. Messrs. McMurphy, Hunter and Oliver were chosen to form a committee to present to the Council of Public Instruction and to Government the views of the Association, as expressed in the resolutions passed. The Association closed their session by singing "God save the Queen."—*Globe and Mail Reports.*

TOWNSHIP BOARDS.

At the recent meeting of the Middlesex Teachers' Association the following resolution was passed:—"Resolved, that from the unsatisfactory manner in which local Boards of School Trustees advance the cause of education, the teachers of the East Riding of Middlesex would recommend the formation of township boards in place of the local, the same having proved beneficial to the townships which have already adopted such boards."

RETURN TO SCHOOL.

A thoughtful writer, remarking upon the advance of the season and the return of children from the country, says:—"They have had their annual run of six weeks or two months, and are proportionately improved thereby. They come back reluctantly, with pleasant memories of berrying and wading in forest brooks, but yet with