

decrease of 6, while the previous year shewed an increase of 8.

Now, as Mr. Crooks admits that the existence of interim certificates is an evil that cannot now be justified by necessity, it would assist him if he is sincere in desiring to decrease the number if he published the names of all who receive such licenses to teach, with the inspectoral district they belong to, and the names of those who recommend them to his favour. The light that would thus be let in upon this matter would have the wholesome effect of purifying it from the odour of jobbery that surrounds it.

We find there are no less than 4,897 School Boards, and if we reckon three trustees to each, we have the enormous number of 14,671 trustees to manage the 5,147 schools in the country, or nearly three to each. Can anything shew more clearly the necessity of doing away with school sections with their cumbersome and expensive machinery, and introducing the Township Board system for the management of our schools? Possibly when we get a Minister of Education who has the courage of his opinions, we may hope for this change. The four Township Boards in 1878 increased to six in 1879. The names of these are worthy of being given:—Enniskillen, Tuckersmith, Macaulay, Morrison, McKellar and Christie. The total number of school days in the year was 221, and it is remarkable to find rural schools have the smallest number. The numbers are: counties, 204 days; cities, 208 days; and towns, 211 days. It will be interesting to see to what extent Mr. Crooks's tampering with the duration of holidays in rural schools will affect these returns. Of course, other things being equal, the number of teaching days in the counties should shew an increase. We find by a little reckoning that the average number of visits to schools paid by each inspector was 171 for the year, this is considerably below one for each teaching day. The trustees and teachers shew their good sense by the decrease in the number of public examinations to the extent of 286. There was also a decrease in the previous year. Hence we hope to find them get fewer every year, not-

withstanding the psæan that is sung in their favour in one of the paragraphs of the Report. The word "examination" in this connection is a misnomer, exhibition is the proper word to denote the show days Mr. Crooks is so anxious to have more generally patronized.

There were 104 High Schools in 1879, with an attendance of 12,136 pupils—increase, 1,562. These schools were taught by 320 masters and teachers—increase 22. The expenditure was \$400,788, including a Legislative grant of \$76,834. The average attendance for the whole year was 6,992, this gives a percentage of 58 scholars who attended every day in the year—an increase of one per cent. on the previous year. The cost for each pupil in average attendance was \$57.32—decrease \$9. The expenditure on salaries was \$241,097, average per teacher \$753—increase, \$6. The total number of pupils to each teacher in average attendance was 22—increase, 2. There were 72 schools free—decrease, 4; the rest charged a fee ranging from 25 cents to \$5 per term.

We may expect to find the number of free High Schools decrease, since there is a growing opinion in the public mind that free education should be limited to that given in the public schools, where all that is necessary for good citizenship is expected to be taught. 248 pupils, or 8 per cent. of the whole number registered, matriculated; 565, or 18 per cent., entered mercantile life; 535, or 16 per cent., adopted agriculture as a pursuit; 693, or 21 per cent., joined the learned professions; while 1,200, or 37 per cent., went to other occupations.

Though the number matriculated is much smaller than that of any other class, far more importance is attached to it on account of the standing matriculants give to the school they go from. The above statistics should direct the attention of High School authorities—trustees as well as teachers—to the fact that these schools are not used by those who attend them chiefly to prepare for entering the University, but mainly to prepare for agricultural and commercial pursuits. The training in them should, of course, be largely