

School there were only about 130 pupils in advance of Standard VIII. in attendance. Adding this number to the pupils attending the St. John and Fredericton grammar schools for the first term of 1887 (241) we have 371 pupils in these schools studying branches in advance of the common school course. In addition to these, 172 pupils are reported from the superior schools in advance of Standard VIII., making less than 600 pupils pursuing an advanced course, or less than one per cent. of the pupils enrolled. In this connection we may remark that in St. John scarcely two per cent. of the pupils yearly enrolled in the city schools reach the high school. It would thus seem that either the provisions for carrying out a system of secondary education are inadequate, or that the people do not value their privileges in this respect.

Supt. Crocket draws attention to the inadequate provision for higher education, and outlines a plan for the establishment of five high schools for the province instead of the grammar schools. Taking the rapid growth and efficiency of the superior schools as a testimony that the people of the province are ready to appreciate the advantages of secondary education, provision should be made for the establishment of one high school for a population of from nine to twelve times the number required for a superior school (6,000). Five high school sections are named for the province—a northern, embracing the counties of Restigouche, Gloucester, Northumberland and Kent; an eastern for Westmorland, Albert and Kings, or a part of Kings; a southern for St. John city and county, and perhaps part of Kings; a central for York, Sunbury and Queens; a western for Charlotte, Carleton, Victoria and Madawaska. Adequate provision is to be made for the support of these schools, both from the provincial chest and from local sources. The head master of each school is to draw \$1,000 from the province, and the second \$250. If the enrolment exceeds ninety an additional teacher must be employed, and if it exceeds 160 a fourth teacher is required.

The scheme is a comprehensive one. That some provision for extending and stimulating our secondary education should be made is apparent to all when the meagre results of the past years is taken into consideration.

There are other points in the report to which reference will be made in future issues.

The report of Chief Superintendent Allison on the schools of Nova Scotia for the year ending October 31st, 1887, has been received. The number of scholars enrolled in the schools of the province was

84,217 for the winter term, and for the summer term 86,713, or a total number of different pupils during the year of 105,137. The proportion of population attending school was 1 in 5.2 for the terms given above, or 1 in 4.1 for the year. The percentage of pupils daily present on an average was, for the winter term, 56.7; and for the summer term, 56.8. There were 2,081 teachers employed for the winter term, and 2,158 during the summer. The sources of support for the year are as follows:

Provincial	\$203,564 19
County Fund	119,047 38
District Assessment	290,544 05
Total	\$613,155 62

The above does not include amounts for buildings and repairs nor the grants to the Normal School, etc., which, if added to the above, would make a total expenditure for schools of \$672,348.21.

In respect to schools and teachers "the numbers of the present year are the largest yet recorded in the history of our school system."

The following is the average salary of teachers, with increase or decrease compared with the previous year:

Male Teachers. 1st Class ..	\$438 01	decrease ..	\$0 66
" " 2nd " ..	273 57	" ..	14 18
" " 3rd " ..	182 87	" ..	15 66
Female " 1st " ..	304 69	increase ..	1 13
" " 2nd " ..	230 56	decrease ..	6 66
" " 3rd " ..	162 32	" ..	7 52

While the salary of first-class female teachers was lowered in New Brunswick the past year, it is worthy of note that in Nova Scotia this was the only class to realize an increase of salary. In reference to the low average salary of teachers in Nova Scotia, Dr. Allison says:

"The low scale of salaries which unfortunately is absolute as well as relative, is not, in my opinion, a necessary proof of a mercenary disposition on the part of the people of Nova Scotia, or of a failure to set a true value on educational labor. A simple recollection of the fact that the general supply of teachers is largely in excess of the demand would save much declamatory fault-finding. The phenomenon of low salaries is simply the result of an exorable economic law. Anything that will operate towards a closer equalization of the supply of teachers and the real demands of the schools for teachers, will so far tend to place the profession of teachers on a better footing financially."

A statement on another page of the report is worthy of remark:

"The chief disturbing element in our educational system is an annual access to the so-called profession of teaching of several hundreds of young persons mostly between sixteen and nineteen years of age. * * * Who can rationally expect an untrained boy or girl of sixteen or seventeen to strike