

in regard to the number of school children in Ontario. In Great Britain the number of school children between the ages of 5 and 14 inclusive forms about a sixth of the population, but in Ontario the given number forms nearly a fourth. Another peculiarity is that while the whole population is increasing, the school population, according to the returns, is decreasing. I take the liberty of directing the attention of the inspectors to these features of our school statistics. Looking at the figures given by the annual departmental reports on education, I find that for the year 1858, the daily average attendance was 35 per cent. of the number on the roll; for the year 1868, the daily average attendance was 40 per cent.; for 1880, 46 per cent., and for 1881, 45 per cent. So that apparently the annual increase in average daily attendance has been $\frac{1}{2}$ per cent. Examining the last report issued by the education authorities of the United States of America, I find that the percentage of the whole school children who attended school for the year was 34, whereas the daily average percentage of the number on the roll for the same year was 59 in one city; the daily average attendance of those on the roll is reported to have been 89 per cent. The school age in England and Wales is between 5 and 13; the percentage of the whole number of school children whose names were on the roll for 1881 was 70; the daily average attendance of those whose names appeared on the roll for the same year was 83.45 per cent., and is year by year becoming higher. For Scotland, where the school age is between 5 and 14, the percentage for 1881 of the whole number of school children expected to attend public elementary schools, was 66, and for those whose names were on the roll, the percentage of the daily average attendance for the same year was 79; also, as in England and Wales, this percentage is annually becoming greater. From these figures it is seen that we are far behind England and Wales, Scotland, and even the States of the neighbouring Union in the matter of school attendance. The law compels the local school authorities to make provision for teaching all the school children in the country, the money has been invested for this purpose by the parents, teachers have been engaged for instructing the scholars, but though the machinery is complete in all its parts, the learners are not in the school-rooms. The financial loss, though it is not inconsiderable, is only the least part of the actual loss sustained by the people on account of the small daily average attendance of the scholars. Much more attention is required from trustees, inspectors, teachers and parents, in order to secure the average attendance which has been obtained, without much difficulty, in other English-speaking communities. It is not at all creditable to us, that our wealthy and populous Province of Ontario should be so far behind other countries existing under similar conditions in this essential requisite of prosperous school-keeping.

Having thus briefly, but as well as may be, considered the scholars and their attendance at school, let us look at the teachers; as respects their (a) literary attainments; (b) experience in teaching; (c) length of service. It is quite unnecessary for me to state what are the conditions, both as regards literary attainments and experience

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