

## EDUCATIONAL PROGRESS.

The reports of the Chief Superintendents of Education for Nova Scotia and New Brunswick have come to hand, and we present to the readers of this issue of the REVIEW some particulars of our educational standing and progress. For the sake of comparison there are subjoined some data of education in the Province of Ontario and the State of New York.

While the mere statistical portions of these reports reveal but little of the *inner* work of the schools, and the education—moral, mental and physical—of the thousands of pupils who are here represented by numbers, yet there is sufficient to indicate in the reports of the two provinces a substantial progress. And one has the more confidence in these educational reports if, in addition to “general averages,” “percentage of attendance,” crowded “courses of instruction,” with the number of pupils studying the various “branches,” there is presented by school officers a candid statement of barriers to our educational progress; a judicious sifting of progressive work and intelligent methods from figures and averages; if in the careful review of work performed a generous praise of what is good and effective is coupled with a *judicious* finding fault with what is weak and ineffective.

The report of Chief Superintendent Crocket on the schools of New Brunswick is an interesting document covering nearly 250 pages, and has the fullest details of all branches of the service. In its opening pages he alludes to the improvement in methods of instruction, the increase of trained teachers, and the demand for their services in consequence of the satisfactory character of their work, and the encouraging progress in the erection of new and more commodious school-houses, with the taste displayed in beautifying and improving the grounds.

The statistics for the year ending June 30th, 1887, show that there were 68,583 pupils enrolled on the school registers. This was a slight increase on the previous year. The proportion of population attending school in the second term of 1886 was 1 in 5.96, and in the first term of 1887, 1 in 5.37. The percentage of enrolled pupils daily in attendance has not materially increased, being for the time the schools were in session 60.68 per cent. for the second term of 1886, and 56.80 per cent. for the first term of 1887. The highest percentage made in any year was in the April term of 1883, when it rose to 62.79, which must be regarded as phenomenal as it fell in the corresponding term of the following year to 59.68. But “even the highest percentage goes to show that there is much irregularity in the attendance, and that it is necessary some effort be put forth by all the

school officers, as well as others interested, to bring about a more satisfactory showing in this respect. No attendance less than 75 per cent. should be deemed satisfactory.” Among the cities and incorporated towns, Fredericton and St. Stephen (the one with a yearly average of over 78 per cent. and the other over 77) make the best, and Woodstock the poorest showing in the matter of the percentage of enrolled pupils present.

There were 1,568 teachers employed for the second term of 1886, and 1,593 for the first term of 1887.

One gratifying feature of the report is that during the year there was less movement from district to district on the part of teachers, and that the percentage of new teachers in charge of schools was smaller than in the previous year. But there is a reverse side, and that is the decrease in salaries of teachers, as may be seen from the following average salaries for the year from all sources:

Male Teachers, 1st Class	...	\$521 30	decrease	...	\$2 42
“ “ 2nd “	...	307 92	“	...	5 82
“ “ 3rd “	...	231 00	“	...	0 08
Female “ 1st “	...	324 40	“	...	10 18
“ “ 2nd “	...	226 87	“	...	0 19
“ “ 3rd “	...	187 57	increase	...	0 70

This, showing especially such a marked decrease in the salaries of the female teachers of the First Class, is a retrograde step. The report attributes the falling off to a decrease in the amounts voted by districts. It may be found when too late that economy in this matter is something more than foolish, especially when it is applied to a class of teachers who are justly regarded as ornaments to the profession, and whose efforts to advance their educational status merit a better recognition.

The sources of support to schools for the year are as follows: Provincial, \$137,186.92; County Fund, \$94,558.00; District Assessment, \$182,222.11; Total, \$413,967.04. The average cost of each pupil for the year from all sources, including the pupils of superior and grammar schools, was the moderate sum of \$6.04.

There were forty-five superior schools in operation during the first term of 1887, out of a possible forty-nine allowed by law for the province on the basis of population. These schools, as would appear from the report, as well as from the records of the Inspectors, are doing excellent work. Those established in incorporated towns or in districts which have a regularly graded system are carrying out a course of instruction authorized for grammar schools.

The grammar schools of the province had enrolled for the second term of 1886, 2,725, and for the first term of 1887, 2,788. Outside of the Collegiate School of Fredericton and the St. John Grammar