plishment of their purpose. In some few of them, however, a little more life and spirit would not prove of disadvantage. I mean life and spirit in intelligent teaching and study. In other pursuits there appears to be no lack of these essential elements of school progress.

In my report of last year I made an effort, similar to those other years, to reduce in a further extent than formerly the use of the rote system of teaching as pursued in some of its least offensive features in classes of a few of the schools. It affords me pleasure to state that the effort was, in a degree, effective. I say "in a degree," because the work is not yet completed. There are classes in both Grammar and Primary Schools which ought to be and must be further improved before we can say that there is not too much of the mechanical admitted in the modes of instruction pursued in our schools.

I believe it to be the force of habit alone, which is difficult to remove or change, that impels the use, in any of its forms or features, of a system that has in it all the elements of failure, modified with but few of those that produce success. I am very sure that if the teachers could view as I do the causes by which their failures are produced, they would at once commence the labor by which their removal may be effected. I notice in some instances, and endeavor to explain the difficulty, that the effort of the teacher with the class reaches a point which is but a little below success, and proves a failure but in the lack of the merest trifle of intelligent instruction. When the failure results the discouragement appears, and the teacher is disheartened. The idea connected with the issue generally is, that the failure is thorough, and that the labor expended is entirely lost. Such is seldom the reality, as an examination of the result would show. It is seldom that the pupil, upon whom the anxious labor of the teacher has been expended, is in utter ignorance in relation to the subject of his study, although he is not able to indicate the possession of a single intelligent idea in its connection. The effect of the teacher's labor is not all lost. It is with the little object of her concern and disappointment, and by some future movement intelli-

gently applied, it will be rendered apparent. Ingenuity may develop the knowledge that hard labor may sometimes hide. In the teacher's over anxiety and earnest labor to make impressions, the pupil may be so awed, if we may use the term, or so oppressed, that his very efforts to reveal his knowledge may be the mere struggles of his mental powers to reach points which are above those of his pursuit, and which are quite familiar in his mind. The pupil hesitates in the expression of what he knows, because of an impression that he is called upon to reveal what he does not know. This is one of the hard features of the rote system. The pupil does not reach the intelligent knowledge of what he knows in the memoriter of his regular class routine. When the pupil is asked for an intelligent answer, as he is now in any examination to which he may be subjected, the first impulse is the effort at an intelligent reply, and no such can he find in his class routine. The question must be that which is in connection with his rote study or it cannot be mas-

There are some of the teachers that I must encourage in their pursuit of persevering labor. They are on the road to success, and if they go forward they will certainly reach it. Patience and perseverence will remove the mountain, when the view beyond will be clear before them, and the pleasure it will afford will amply repay them for all the anxiety they have endured and for all the toil they may have expended in the effort to secure it.

SUCCESS IN THE PURSUIT OF INTELLIGENT TEACHING AND STUDY.

Encouraged by the success of my last report, in the features applicable to the working of the classes, especially of the Primary Schools, I may perhaps be able to continue the service by a further draft upon my experience in the pursuit of my duties among those schools. It is highly gratifying to me that I am able to state in this connection that the committees of several of the Primary Schools, without being informed of any especial effort in their advancement, have