

however, they will not save a whole year, as is claimed by the most ardent supporters of the junior school. From careful observation of the progress being made in the schools visited the Inspectors have arrived at the conclusion that the better half of the pupils may reasonably be expected to cover in their two years' junior course the equivalent of one year's secondary work in French and in algebra, and possibly in science; the progress made in geometry is small, whilst Latin is seldom attempted in the junior courses.

The value of the junior school for exploratory or diagnostic purposes has been evident from the outset, but its ultimate or maximum effect upon the standard of our secondary education cannot be determined with any degree of certainty until practically all pupils entering the senior schools have previously passed through a junior course. In the meantime a thorough grounding in the essentials of secondary subjects rather than a feverish attempt to save a year for every pupil should be the aim of all teachers engaged in this most interesting extension of secondary education.

All things considered, the secondary departments of our district high schools make quite a creditable showing. It is easy for the carping critic to find defects in the system. The courses of study are narrow and too slavishly modelled upon examination requirements, the text-books and methods are in many cases old-fashioned, and little attention is paid to the æsthetic side of education; yet when the many difficulties that beset the teachers in these departments are considered, their inexperience, the difficult conditions under which they work as compared with teachers in the secondary schools proper, the multiplicity of subjects they are required to teach, the frequency of changes in the personnel of the staffs—when all this is realized it must freely be admitted that the district high schools are doing zealous and valuable work in the field of post-primary education. Many instances could be quoted of teachers who, in spite of adverse conditions, are showing almost a missionary zeal in their unselfish devotion to duty.

It is hardly necessary to repeat that whilst a few of our secondary schools are still somewhat conservative in their outlook and in their organization, yet in the great majority of cases not only Principals, but assistants of all grades, have continued to show a commendable spirit of inquiry and receptivity with regard to modern developments in education.

In conclusion, I desire to express my thanks to my colleagues for their loyal co-operation and for the undoubted zeal and enthusiasm they have displayed in performing the many duties allotted to them.

I have, &c.,

E. J. PARR, Chief Inspector of Secondary Schools.

The Director of Education.

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