have found the best order in those schools in which I was informed

that no corporal punishments were inflicted.

Use of books by teachers when teaching.—This is not common in this County, but I have found it, in some cases, even among teachers who think themselves superior. Of course, in reading and some other branches, a book in the teacher's hand becomes and some other orthogonal and the teacher's hand becomes a necessity, but for grammar, geography, arithmetic, history, &c., the use of a book in the teacher's hand appears to me not only superfluous, but highly injurious. I have been grieved once and again to see good teachers who did not, with proper preparations, need such an aid, resort to books in the examination of classes.

General progress. -On the whole, our educational progress during the past year has been very satisfactory, and I think that, judging by the past, we have reason to look forward with hope to the future. Above all we should, I believe, encourage and sustain the Normal School, as the groundwork and workshop from which we are to receive our best and most efficient teachers. We should also encourage undergraduates, and others from our Colleges and Academies, to devote a term, or more to the Normal School, to prepare them for the work of teaching. No man need fear that the time there spent, will be misspent, no matter what profession a man may ultimately follow, if he intends to teach two or three years, he will be amply repaid for a term at the Normal School.

I could almost wish that every man and woman in Nova Scotia, who will become parents, could be privileged to partake of its benefits.

Spelling -I look with confidence, to improvement in this matter from the prizes which the Logislature has so generously and kindly awarded to successful competitors in this, as well as in other branches in March next. I believe that prizes judiciously awarded, are one of the best means of awakening native talent, and I know, from personal observation, that the prizes offered for the approaching examination, have awakened an extraordinary amount of interest among the advanced pupils in the City schools. I trust, that the system will be continued, and I have not the least doubt, that the money thus expended, will be doubly repaid by the increased eliciency of both teachers and pupils. The prizes for increased efficiency of both teachers and pupils. The prizes for reading and recitation, mental arithmetic, and history will be of nearly, if not of equal benefit.

In conclusion, I beg to state that, in my opinion, the progress of education in this county during the past year has been most satisfactory. Forty-four per centum of increase in the last year over the previous, and forty per centum in the present over the last, on the average attendance in this County, are no mean testimated to the first order. monials to the efficiency of the system. Another similar step in advance, and we need lear no comparison, as far as attendance at school is concerned, with any country in the world.

J. R. Millen, Inspector.

Picton Co.-I am happy to be able to state that a continued and increasing improvement has characterized the education of the County during the past year. In order to illustrate this statement, I will place before you the following statisties, which are carefully prepared from reliable returns:—

Number of Schools and Departments in operation during the school year ending Ostuber 31, 1827.

No.	Superior S	chools (c	omin, in:	g) Winter 2
••	•••	••	•••	Summer 3
44	Солимон	**	••	Winter 97
••	**	44	••	Summer 113
	innier of i	Touchers o		Winter and Summer Sessions.
No.	Superior S	chools, (c	om:whi	5) Winter 2
-44	••	**	••	Summer 3
44	Common S	cheel Tea	ders. Is	telass, Male, Winter 17
•4	••	••	, .	" Summer
• •	44	••	0,	d Male, 1st Female, Winter 46
+4	••	••		Summer 49
••	**	44	2.	d Maic, 2nd Female, Winter. 47
••	41	••	•-•	Summer 37
**	••	••	7.	d Female, Winter 9
44	94	••	**	Summer
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		~ ·		Summer311502
1 -4:	ri allendane	e of Tear	arta (da	(24) Winter 11776
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By comparing the figures of the above returns with those of the previous year, it will be quite evident that there has been a very gratifying improvement in every department of our public common schools. The difference in favour of the school year just ended will easily be seen from the subjoined comparison:

No. acheols and departments in operation, Winter	<b>S</b> .	Increase.
" Pupils on register, Winter	97	C C C C C C C C C C C C C C C C C C C
" Pupils on register, Winter		ž
** Sammer		1379
" Tandana comment Winter 94 1		1119
	21	29
" " Summer 110 1	7.7	27
" Sections and departments 122 14	11	19
Sam drawn from Provincial Treasers	12	5225
" raised by County Assessment	<b>3</b> 6	3218

The amount raised from sectional assessment and other sources

returns being incomplete; but I am well aware that it is considereturns being meompiete; but I am wen aware that it is considerably more than during the previous year. As a general rule the Board of the teachers has been provided for by sectional assessment, together with the incidental expenses required for repair of school-house, fuel, and providing books, &c. In many cases the school sections have liberally supplemented the teachers' salaries; in some few instances the Provincial and County allowances have

been solely relied on for the support of the teacher.

The condition of the school-house sturonghout the County is, on the whole, satisfactory. There have been completed, since the Act came into operation, fourty-four new school-houses, some of them of a very superior description both in respect to size and style of finish, and all of them greatly superior to the class of school-houses which they have replaced; they are well furnished with the most approved scats, and otherwise adapted to secure the comfort of the pupils. In addition to these, are eighteen new houses in course of crection, besides many repaired. In every section where the school has been put in operation, the people have evinced a praiseworthy disposition to make the school-room accommodation according to the requirements of the Act, and the recommendations of the Conneil of Public Instruction.

The improvement in school architecture and the increased taste

The improvement in school architecture and the increased taste displayed in the new buildings, furnish one of the most palpable and striking examples of the beneficial effects of the provisions of the educational bill. These buildings are, in themselves, an unanswerable and living proof of the fact, that the importance of education has been duly recognized by the public; and it ought to be, and is, I believe, a source of prace and gratification to every member of the community, that these immistakable evidences of the advances made in the educational feeling of the people of this Province are so patent. I need hardly refer to particular instances, but I think it is due to the gentlemen entrusted with the erection but I think it is due to the gentlemen entrusted with the erection of the new school-house in Picton, to say, that it is not only an architectural ornament to the town, but affords every convenience and accommodation for school purposes which could be desired.

The qualifications of the teachers employed ha

been carefully ascertained by the Boards of Examiners, and the tests to which they have been subjected are strictly in accordance with the spirit and intention of the regulations prescribed by the Council of Public Instruction. The Board have carefully revised and considered the attainments and classification of all the teachers employed in the County under the law; and have confirmed or altered their status according to their acquirements and proficiency. It will be observed, by reference to the returns, that there has been a considerable increase in the number of efficient teachers, a fact which shows that, during the year, they have exerted themselves to acquire the qualifications established by the Board of Public Instruction.

During the past year I have had to traverse the County twice in the exercise of my official duties as Inspector of schools. I have found that the general feeling in respect to the school bill is gradually increasing in its favour. The manufest advantages and improvements which it offers, in comparison with the old law, are forcing themselves into notice, and laying aside unavoidable prejudices its pravisions generally secure approval. There are alterations and amendments required, of a nature which could not well be anticipated; and I presume that the same desire which influenced the Legislature to promote the interest of education in introducing the new law, will also dispose it to entertain and secure these improvements. These amendments could not be fully detailed here without occupying too much space, but I may refer to a few, which should receive the consideration of the educational authorities

The efficiency of the whole system of our educational law is hased upon the proper establishment of school sections. It is necessary that they should be arranged according to area and population; but in the absence of sufficient data, from which to estimate these conditions, it is very often difficult or impossible to define and establish school sections so as to meet these requisites. In order to enable them to go into operation under the law, sections must be defined, and it is frequently necessary to do so without

adequate information.

It is also necessary to build school-houses, and all within the section must be assessed for the cost. It frequently happens that individuals on the confines of sections are included in inconvenient sections, and ought to be included in adjoining ones; they are, however, compelled to pay for the erection of school-houses in the sections they are in, and when subsequently transferred to the one most convenient, have often to contribute again to the cost of building a school-house in that section, and are thus subjected to the expense of building two school-houses. To remedy this hard-till Table the Company of Schools with the property of the contribute of the ship. I think the Commissioners of Schools ought to be empowered, when transferring an individual from one section to another, to make such transfer under conditions, which would not subject him make such transfer under conditions, which would not subject this to the expense of building a second school-house in cases where he had just contributed to the croction of the house in the section from which he was removed. If the Commissioners were entrusted with discretionary powers, which would enable them to provide for special cases of this nature. I have no doubt that they would often he in a position to allay disantifaction and discontent.

The low price at which books and apparatus are furnished, has laid the effect of placing this department of the schools in an excellent condition. There is, however, sometimes a considerable I am unable to state with accuracy, in consequence of many of the I amount of murmuring when the sections assess for the whole of the