

EDUCATIONAL OPINION.

The programme of studies for the whole school in most cases is adapted to the needs of the few who are preparing to enter the professions. This is an abuse of our educational advantages. Many of the more enlightened of our teachers see and regret the tendency, but are powerless to prevent it. This kind of instruction is in general demand and they find themselves obliged to supply it. . . . In my intercourse with our teachers and trustees I have endeavored to give a more practical turn to the work of our public schools. Only one in about 200 of our young people ever go beyond the common district school, and less than one in every 1,000 enter the universities. The education given in the common schools, therefore, should train the young principally for the duties of practical life. While the most favorable opportunity should be given to well-directed ambition, the schools must be conducted so as to do the greatest good to the greatest number.—*Supt. Montgomery, P. E. I.*

Instruction in elementary science needs more study and observation on the part of the teachers, and more illustration in the teaching. I trust our teachers generally will make good use of Dr. Bailey's new text-book, and the Summer School of Science, as well as the science lessons in the EDUCATIONAL REVIEW. It is also desirable that a deeper interest be taken in temperance instruction.—*Inspector I. B. Oakes.*

The general work done in all the schools as a whole, during the year, was very satisfactory, and I am satisfied that very substantial and lasting progress is yearly being made in the schools.—*Inspector Geo. Smith.*

While there is very little change in the scholastic acquirements of teachers, and even a diminution in their pay, I can honestly say that the character of their work is improving. Their anxiety to gain knowledge and improved methods of teaching, their enthusiasm in the school-room, is not to be checked by an unappreciative public. While their salaries are diminishing, they are subscribing for educational papers, attending teachers' associations, the normal school; doing everything that lies in their power to make them better teachers. They are not working merely for their salaries, but the majority are discharging what they consider a sacred trust. Not all, for there are those who scrimp their work in every walk of life, and there are teachers who say good-bye at the end of the term with their highest aspirations satisfied if they have taught the full number of days.—*Inspector E. J. Lay.*

The School of Science which held its first session at Wolfville during the summer holidays was originated by the Normal School Alumni Association, and so it may be properly regarded as one of the beneficent results of normal school influence on educational progress in the province. The school was regarded by all who availed themselves of its advantages, or who studied its work, as a pronounced success. It certainly more than fulfilled the most sanguine expectations of its promoters, and it promises to give a decided impetus to the study of natural science on the part of our teachers.

I desire also in this place to express, on behalf of the Normal School, a very high appreciation of our new educational journal, "THE EDUCATIONAL REVIEW," which has, during the year, made so auspicious and promising a beginning. I trust that it will receive that support from the teachers of Nova Scotia, and especially from the graduates of the Normal School, which its merits deserve.—*John B. Calkin, Principal Normal School, in N. S. School Report.*

There are at present too many third-class teachers. There would not be so much objection to this if there was a general desire among them to obtain an advance of class. The schools suffer when unprogressive teachers are employed of any class. The supply of second-class male and female teachers is barely up to the demand, while there are more third-class teachers than can secure situations.—*Inspector W. S. Carter.*

Cheap elementary works of an approved character, and embracing as much variety and accuracy of information as possible in a small compass, would, I humbly conceive, be every way best adapted for our schools in their present state.—*John Macneill, Charlottetown.*

From my "Notes of Inspection," however, it will be observed that the number of schools in which these ("Lessons on Nature") were given is much greater than in any previous year, though there are still too many schools in which they are neglected. Teachers who do not possess the requisite knowledge of the subject-matter of such lessons, or of the manner of imparting instruction therein, may readily qualify themselves by the study of the text-books recommended by the Council of Public Instruction. Valuable assistance may also be obtained from the specimen lessons given from time to time in the EDUCATIONAL REVIEW, which should be in the hands of all our progressive teachers.—*Inspector R. McLellan.*