

apprised. Seven sections have had graded schools either during the Summer or Winter, or both—Wolfville and Canning with three departments each; the others with two.

During the year school-houses have been built in Tremont, North River, and West Cornwallis Mt., and frames have been erected in three other sections. Five buildings have been finished or extensively repaired, and several outhouses have been built.

At the recent annual meetings resolutions were passed and respectable sums voted for building in 7 sections where either the accommodation was insufficient or where there was none at all.

Very little has been done in improving or ornamenting the play-grounds which are attached to nearly all the houses which have been built within the past four years. Kinsman's Corner is an exception. This, although not fenced in front, is a model of neatness, and should care be taken to preserve from injury the trees which have been planted, in a few years it will present a beautiful appearance. To accomplish all that is necessary in this matter involves less expense, and is attended with greater advantages, than is frequently imagined. In most cases a little energy and tact on the part of the teacher would produce results which in after years he would view with pleasure. More attention should be given to this matter, whether we take into account the comfort of the pupils or the refinement of taste and habit likely to be induced by associating with the beautiful.

APPARATUS.

But few schools are without respectable blackboards, and good wall maps of the hemispheres and Nova Scotia; whilst a considerable number have maps of North America, the British Islands, Europe, and Palestine. Globes are becoming less rare; several have been obtained during the year.

Too little importance is attached to the advantage to be derived to the pupils from having ready access to large English dictionaries and gazetteers. A short time only must elapse, however, before every school-room shall be supplied with these aids.

The supply of books is in general pretty good. Those schools that have been well supplied with the prescribed copybooks have, other things being equal, made greater progress in writing than others.

The absence of any regular text books in geography and grammar are hindrances to efficient teaching in these branches. This is not, I suppose, evil unmixed, as, in the absence of these, the teacher is thrown more entirely upon his own resources. We shall be happy to know that the promises made in reference to these books have had an early fulfilment.

SCHOOL MANAGEMENT.

Much improvement has taken place within the past three years in school management; and I was particularly pleased during my recent visits with the order and regularity with which the school work was performed. Very little corporal punishment is used, and, in general, it is resorted to only where other means have failed. There have been several failures, however, in government, either from indolence or want of governing ability.

Three or four school-rooms presented a most filthy appearance, arguing a want of moral culture and refinement on the part of the teacher. These are exceptions, as generally the rooms are neat and in good order when my visits are made, even though notice has not been given in advance.

Only in one school did I find a culpable degree of irregularity in the order of lessons. Every other had its allotted time for attending to each school exercise, but too large a number were without written time-tables specifying the length of time devoted to each recitation.

TEACHERS.

The number that presented themselves for examination in March was 68, fifty-eight of whom received license. In September 28 were present, to 23 of whom licenses were awarded. A large proportion of these were present for the first time, and I hoped we should not again suffer for want of suitable teachers; but my hopes are not realized.

In the Winter Term male teachers are preferred. The superior inducements held out in other Counties to those holding first-class licenses have so thinned the ranks that I fear a considerable number of schools will be vacant during the coming term, and others though supplied with the best that can be obtained, will be in the hands of such as would not be chosen were the supply greater.

From 12 to 15 of our best teachers are holding eligible situations in other parts of the Province. Others of promise are pursuing their studies at one or other of the Colleges; and a few have turned their attention to other professions.

I confess to having entertained formerly a want of faith in the wisdom of employing female teachers generally. This feeling of distrust was originated during my first and second years' rounds of inspection. There were a few—and the number was small—who were adequate to the task of disciplining and imparting instruction, but too generally, and not without reason, there seemed a want of faith in themselves. I am now convinced that this arose, not from any natural disability, but from a want of intellectual culture, lack of experience, and thorough training. Of those who have been employed during the past term, I could mention a considerable number who have displayed real tact in directing school work, as well as skill in giving instruction. Our male teachers, if they would maintain a superiority, must exhibit a tact and energy worthy the profession.

Upon the whole, the teaching of the past year has been such as to give general satisfaction. In the mixed schools one fault has been too prevalent. I refer to the attempt that is made to carry along simultaneously too many branches, and in some instances, too many classes in the same branch. As a consequence, school work is frequently too hurried to be thorough. A struggle is maintained between frequency of recitations and variety of subjects. Trustees and teachers should remember that common school work is now a very different matter from that which was performed some years ago, when the only branches in which instruction was given were reading, writing and arithmetic.

Classification is improving, except, perhaps, in arithmetic and writing; and the great difficulty in these branches arises from irregularity of attendance. Where there is a proper classification of branches taught, much time is saved, and the progress of pupils is more rapid.

OPPOSITION.

I have no desire to wink out of sight the fact that in many sections, perhaps nearly all, there is a greater or less degree of opposition, chiefly from those who, from their peculiar circumstances, have the privilege of materially benefiting the communities in which they reside by means of the pecuniary support that is derived from them, but who receive no immediate or direct benefit.

There are only two or three sections in which the opposition is so formidable as to have any other effect than to awaken to the true interests of their children those who long to see educational advantages placed within the reach of all. The longer the present system maintains its course the less will be the hardship experienced by these individuals.

During the year I have visited officially all the sections in the County except 7, and with the trustees of these I have held communication.

Seventy-three visits of inspection were made during the Winter Term, and 87 in the Summer.

The suggestions made at former visits have pretty generally been carried into effect, where practicable. I refer to those made to both teachers and trustees.

Upon a review of the school year I think we have every cause for encouragement, and strong incentives to labour on in the work. Earnest effort will assuredly produce good results.

In closing my report, I desire gratefully to acknowledge the uniform courtesy and valuable assistance I have received during my visits of inspection, from Trustees, Commissioners, and indeed from all with whom my duties have brought me into contact.

WILLIAM EATON, *Inspector.*

PROVINCIAL GRANTS

In aid of Common Schools, paid to Teachers, for the Term ended Nov. 30, 1868.

The asterisk (*) marks those employed in poor Sections.

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
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COUNTY OF CAPE BRETON.

GRADE A.

Creed, H. C.	110	—
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GRADE B.

Archibald, Isaac	112	\$59 50
Carey, John	111	57 87
Chisholm, Kenneth	100	52 13
Dimock, W. D.	114	59 50
Dowling, T. C.	115	60 00
Johnston, T. W.	114	59 50
*McEachran, D.	115	80 00

TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
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McIntosh, D.	114	\$59 50
McLennan, Angus	114	59 50
Morrison, Alexander	115	60 00
Rindress, John	113	59 00

GRADE C.

*Anderson, A. M.	112	58 50
Anderson, Caroline	115	45 00
Cameron, Alexander	114	44 63
Dixon, Lavinia	112	43 75
Fraser, John	113	44 25
Harrington, Annie	113	44 25
Lewis, Francis	113	44 25
McNeil, Michael A.	115	45 00
Morrison, Donald	115	45 00
Norwood, A. S. A.	111	43 37
Walker, Donald	115	45 00

GRADE D.

McDonald, John	115	30 00
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TEACHER.	Number of Teaching days employed.	Amt. paid to Teacher from Prov. Treasury.
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Ahearne, Catherine	115	\$30 00
*Arbuckle, Niel	115	40 00
*Cameron, A. T.	115	40 00
Campbell, Christina	114	29 75
Dowling, Patrick	110	28 75
*Fergusson, Angus	115	40 00
Garett, Charles	115	30 00
*Geldart, Franklin	78	27 13
*Gillis, Andrew	110	38 25
*Gillis, Duncan	115	40 00
Hanrahan, M. J.	96	25 00
*Hayes, Joseph	115	10 00
*Johnston, John	115	40 00
*Johnston, John J.	100	34 87
Johnston, John N.	80	20 87
Logan, Mary Jane	114	29 75
Lowther, George	115	30 00
McAdam, Alexander	115	30 00
*McCuish, Angus	114	39 63