

In summing up his remarks Dr. Mackay says that "more than one out of every five of our people attended school during the year as pupils of the common school grades, less than one out of a hundred as pupils of high school grades, one out of a thousand as college students, and one out of three thousand as students abroad."

Fifty three pages of the report are devoted to the Nova Scotian educational exhibit at the World's Fair. A detailed list is given of nearly all the individual exhibits with the names of the pupils who sent them.

In the appendix we find the reports of the principal of the normal school, of the ten district inspectors, of the supervisor of the Halifax city schools, of the Victoria school of art and design, of the World's Fair and of the Summer School of Science. We cull from these reports a few thoughts that will be of interest to the general reader.

It is fitting that the annual report for this year should have for its frontispiece a pretty picture of Halifax Academy, which, in the government examinations, passed about twice as many students as any other institution in the province.

**NECESSITY FOR NORMAL SCHOOL TRAINING.**—If those who assume the office of the teacher made teaching a life calling, or a business of several years' duration, they might by and by acquire a good degree of skill in the school of experience and thus in the later years of their service make some compensation for their blundering in the earlier periods. But if our schools are for the most part in the hands of beginners the impression forces itself pretty strongly on the thoughtful mind that there is all the more need of some special training that these tyros may, during their brief tenure, have the benefit of the thinking and experience of others.

I cannot help thinking that the born teachers and those who have the gift of becoming self-made teachers may be able to work with less expenditure of energy and with more economy of time and material after some study of the fundamental principles on which successful teaching depends, and a little guiding by those who have given long years to the work. Success in this department of human effort is governed by law and is dependent on rational principles as well as in most other kinds of business.—*Principal Calkin.*

**HALIFAX CITY SCHOOLS.**—I have never visited the Halifax schools with more perfect satisfaction than during the months of March and April of the present year. The steady improvements in the primary schools with regard to accommodation, teachers and classification in every respect during the last ten years, is remarkable and most encouraging. Writing on slates that would have done credit formerly to pupils of the third grade is now to be seen in all the primary departments. The city schools are now in a state of higher efficiency than at any previous period. They are conducted as a whole by a competent class of teachers who certainly discharge their important duties with energy, ability and fidelity. The time for mere cramming or even for book teaching alone, and for lifeless routine in our schools is most certainly past.—*Inspector Condon.*

**LUNenburg AND LIVERPOOL ACADEMIES.**—Lunenburg Academy continues increasing in attendance and efficiency. This year the number enrolled was 664, an increase of 35 over last year. The number of high school pupils is also increasing every year, and their success at the provincial examination shows how thoroughly the work is being done. Principal McKittrick and the same staff of teachers continue in charge next year.

Liverpool Academy also made a splendid showing at the recent provincial examination and the general work of the whole institution was up to the usual high standard. Mr. Smith, principal for over fourteen years, retired at the close of the school year. He was one of the oldest and most successful members of the profession in the province and as a classical teacher had few equals. During his principalship, the academy enjoyed continuous success, and many of his former pupils are now occupying prominent positions in the professions both at home and abroad. He is succeeded by J. D. Sprague, Esq., for years preparatory teacher in the institution, a gentleman who has few peers in the profession and one to whom Liverpool Academy owes much.—*Inspector Mackintosh.*

**TIME TABLES—A NECESSITY.**—An original feature of the new register is the table for the entry of the number of minutes per week devoted by the teacher to each subject taught. Everyone will admit the utility of this table; but I would humbly submit that it ought to be preceded by a positive mandate for teachers to have a time-table in the school room, subject to the review of the inspector of schools. The public would then have a guarantee of the actual application of the time as entered in the register.—*Inspector Munro.*

**SCIENCE AND HYGIENE.**—The course of study has produced beneficial results. A uniformity of school work now exists which was formerly unattainable. The main studies of the course are receiving due attention. The chief difficulty experienced by some teachers consists in a supposed inability on their part to teach drawing and to give the prescribed oral lessons on health, temperance and nature. The lack of previous training in methods of oral instruction causes some to shirk this work as far as possible. The use of the books on health and temperance recently prescribed will help to remove this difficulty. The gradually increasing number of trained teachers will also tend to more general and systematic instruction in the rudiments of natural science.—*Inspector Morse.*

**A SUMMER NORMAL SCHOOL.**—If there could be a summer normal school or teachers' institute established in each district or county, for four weeks, during each year, for the purpose of training young teachers, and old ones too, when they need it, in new methods; instructing them in the new subjects introduced into the course of study, and stimulating them to make more of their time in the school-room and do better work, it would prove of great advantage to the schools. One normal school may train 150 teachers each year; but these are not enough to supply half the vacancies from ordinary causes. The time lost by not knowing how to teach is making our schools too expensive for the progress made. Of the 265 teachers employed in Hants and Kings, 68 only hold normal school diplomas. If the normal school is what is claimed for it, then it goes without showing that all teachers should, in some way, be put in possession of normal training.—*Inspector Roscoe.*

**ELEMENTARY SCIENCE.**—Indeed, the elements of a great many of the natural sciences by a little private study on the