

receives attention. We are getting to have too many Text Books. Some use nothing but the cut lines contained in Calkin's Geography of Nova Scotia; others use Campbell's School History, a few use Miles' History of Canada, and some Hodgkin's. Harper's History of the Maritime Provinces is as yet unknown. The Multiplicity of Books is an evil, and the sooner we have a History of the Dominion adapted to our Public Schools, prepared and introduced; and all others excluded, (except as teachers' books of reference) the better. Parents complain, and justly, of the expense of so many kinds of books.

In a few instances we found History, as well as some other branches, taught orally with much greater success than when a text book is placed in the hands of every child.

Supplies.—About 100 schools may be said to be well supplied with all the ordinary requisites, about 25 middling, and 20 poor, and the other 8 very poor. Of the last class, No. 45, Lismore, stands unrivalled. In the winter term, in a school of 79 pupils, only four copies of any kind could be found, and they not of the prescribed series. The teacher had some difficulty in finding that number, and to do him justice, I must admit, he seemed ashamed to produce them. Reading books and everything else were scarce. It is the poorest school in the county, though one of the largest and most wealthy sections. This year the Trustees reported 53 rate-payers with \$31,990 worth of property liable to assessment for school purposes, and 120 children of school age. In 1873 they reported \$54,370 worth of property. The teacher, in charge in the summer term, had wrought up the school into a state of as great efficiency as the want of means would permit. No. 64, Wentworth Grant, and No. 39, Upper New Laing, stand next upon this list, that is, for scarcity of supplies. I cite these as specimens of our worst condition. To specify the condition of each in this report would swell it to a large extent, and could serve no useful purpose.

Maps, Dictionaries, &c.—Hitherto I have complained of the scarcity of books of reference for the teachers' desks. Many trustees do not understand what is meant by a "Ball Frame," "English Dictionary for the Teacher's desk," &c., as is evident from such answers as the following: Under the head "No. of Ball Frames," Answer, 144, others 72, &c.; and under the head "No. of English Dictionaries for the Teacher's desk,"—20, 15, &c. In the one case giving the number of balls on the frame, and in the other the number of dictionaries belonging to the scholars.

During the year 24 ball frames, 40 English dictionaries and 124 wall maps have been supplied. This has been the result of a special effort. With the concurrence of the School Commissioners, I made an arrangement with certain Booksellers to supply what was required. I carried the articles with me, delivered them to the schools at the booksellers retail price, and retained their amount out of the said Section's county grant at the end of the term. I obtained Nelson's wall maps, and McKinlay's Nova Scotia. The system of drawing introduced is "Smith's Manual of Free Hand Drawing," with cards to match. I am sorry to say, my effort has not been appreciated, neither has it proved profitable nor agreeable. Some have retained the articles for 4 or 5 months until the annual meeting, and then returned them with the remark "not wanted." Others have retained them but refuse to pay for them. There have, however, been some honorable exceptions. I am confident that good has been done. I insist upon every section coming up to the minimum standard of supply recommended by Council, and consider that the easiest way to do so is to add something each term. Hereafter I shall exercise more strongly the authority vested in the Inspectors and School Commissioners in regard to supplies.

Pictou Academy and our High School Departments.—The Academy still enjoys the services of A. H. MacKay, Esq., B. A., as Principal. F. W. George,