

He makes the following suggestions :

(a) That the first class receive a course of instruction in horticulture, and dairying. It should be made of such a character that it would interest and instruct them, and at the same time develop their mental powers by accurate observation and reasoning.

(b) That instead of studying biology as in the past, the class should take up only a few of the most common plants and animals, and make a thorough study of these.

(c) That a regular summer course for teachers be given at the school of agriculture. . . . I should propose that such a course should begin on the Tuesday following the provincial examinations, and continue for a term of four weeks.

INSPECTOR MACINTOSH (District No. 2) :

Every year shows advancement in the class of school buildings, grounds and surroundings. New school houses are being built every year, old ones repaired and enlarged, school grounds graded and fenced, trees planted, etc. The general tendency is in the line of making the school room and its surroundings more comfortable, convenient and home like. It is very evident that while good buildings and proper apparatus are very desirable and important factors in successful work, what we need more than anything else is good teachers. We cannot have good schools without good teachers. If we could retain all our good teachers and increase their number every year by the addition of ten or fifteen good ones, we would soon have an ideal state of educational affairs. . . . Except in a limited number of the schools, writing is poorly taught, especially to beginners. More use should be made of the blackboard in explaining principles and teaching the formation of the letters, and the spacing and connecting of them. The penmanship of many high school pupils is poor, in some cases almost illegible, and no doubt assists in making failures at the provincial examination.

One hundred and fifteen sections voted on the compulsory attendance act with the result that sixty adopted it. I have no doubt that next year the act will be generally adopted throughout the district.

INSPECTOR MUNRO (District No. 3), says that music and calisthenics are receiving much attention in this district, and teachers are using great efforts in preparing themselves to teach these subjects successfully. Inspector Munro, influenced by the good results obtained from vertical writing, now advocates that it be made compulsory in junior grades.

Drawing is no longer regarded as a new subject; the belief is that it has come to stay. Consequently it is a rare thing to find a school without books. Teachers, too, are becoming better acquainted with the subject, as one can see in the improved work of their pupils. In some schools the drawing may be characterized as beautiful. In view of artistically executed work of this kind, every reasonable person will concede that the school of to-day is conferring a special boon, and that to know how to draw will ere long be a valuable element in the average pupil's equipment. . . . In Yarmouth town schools we have some teachers that, in my opinion, are equal to any in the province. They have knowledge, experience, skill; they are faithful workers, judicious in discipline, and feel that the formation of character is a matter of the first importance. The work of their pupils is tested by competent principals, and it always gives satisfaction. A brief visit to these schools is profitable. What a great benefit, then, young people looking to teaching would receive if, as a condition of getting a license, they had to pass two or three months in these schools, not as lookers on, but doing the work themselves under the direction of the teachers. With this training they would enter their own schools, grounded in the fact that to drill is the main business of the teacher—not merely to hear lessons. There are some departments in Shelburne town school to which these remarks also apply."

INSPECTOR MORSE (District No. 4) :

Poor teachers are to be found, but they are not so numerous as formerly. Higher scholastic attainments and better professional training of the present day are producing legitimate results. The number of normal trained teachers is increasing, and the influence of their training is to be seen in the work of the young teachers who are entering the profession.

The Compulsory Attendance Act was adopted in 89 out of 172 sections :

The Health Readers are now being used in most schools of this district with very beneficial results. A large amount of useful knowledge is thus being imparted in a more systematic manner than was possible to be given by inexperienced teachers without the aid of such books."

Inspector Morse recommends that for the French section an advanced French reader and a French grammar be prescribed. There is certainly no man in the province whose opinion on this subject is entitled to so much respect. Yet we cannot help doubting the wisdom of the recommendation. It would certainly be a great advantage for the French sections to have teachers able to speak both French and English, but there should be no text-books in French before the pupils had reached the eighth grade and the high school course.

INSPECTOR ROSCOE (District No. 5) :

Calisthenics secures the strictest attention of all the pupils, exercises the muscles of all parts of the body, gives an agreeable relaxation from work, and so enlivens the pupils that they can do much more and better work after engaging in this exercise than they otherwise could do. . . . Any time spent in singing is more than compensated for by the increased ability it gives to perform other duties. It is understood that but a short period is to be devoted each day to calisthenics and music, and this at a time when relaxation is most needed.

Moral and Patriotic Duties, so far, is taught principally in connection with other lessons, and at a time when some incident suggests a lesson. Occasionally a set lesson is given on such topics as "Truth," "Honesty," "Industry," "Our Flag," "Our Great Men," etc. There are plenty of topics full of interest, affording as much real education as can be secured in any other way.

Nature Lessons, when thoroughly and properly prepared and adapted to the age of the pupils, produce most beneficial results in the mastery of other subjects, as well as in awakening and developing the power of the mind. All these subjects have proved failures in the hands of some teachers, because the main aim seemed to be to do enough to have something to report and thus have their schools accepted. It is questionable whether any one should receive license to teach when he has never demonstrated, by actual practice, that he can teach. And it seems to me that those who have defects, which will prevent them from teaching a subject essential to the well-being of all schools, should not think of teaching as a profession.

I am pleased to report that so large a number of teachers in this district have made a success of these so-called new subjects. Many of them spent their Saturdays and holidays in going to places at some distance to be taught music, so that they could teach it in their own schools. In this way they have been benefitted themselves by the new order of things, while they were preparing to teach others. It is not now an uncommon thing to have quite young pupils write from memory the music from some of the national songs, and sing them both by note and words. We have made commendable progress along these lines. I may add that the schools in which most has been done in the subjects referred to have made the best progress in all the other required subjects. . . . If for any one day more than another a surplus of work is provided, this day is "Arbor Day." The teacher should prepare for it beforehand, and make his lessons on plants, etc., for this day, worth much to the pupils, and the work done on the grounds should be of such a kind as to prove a constant source of instruction."

INSPECTOR McISAAC (District No. 6) :

"One cannot help noticing how much the success of our common schools depends upon the excellence with which our academies and high schools, in which our teachers are usually prepared for their scholarship examination, do their work. Indeed the more the academic standard of work is raised, the more surely will our teachers in the lower schools and grades possess ability for their work. And this is true not merely in the matter of scholarships, but with regard to methods of teaching as well. The teacher very naturally endeavors to make his own the method pursued in the schools that enabled him to pass from the position of a pupil to that of a teacher. Of course, if all our teachers had the benefit of a normal school training, this dependence of the common