

geography in many sections. Many contend that these and similar branches can be "learned at home," and the time in school should be devoted to branches that can not be studied "at home." It is much like the argument I have heard advanced against "making children do what is against their inclination." The party affirmed, "no child shall be sent to school until it shows a desire to go, nor should it be set to learn until it shows an inclination to do so." The desire and the inclination must be created and cultivated, so the taste for and inclination to study history must be created and cultivated in the school—they are not a natural product of the human inclination.

Several teachers complain that they can't get their pupils to take an interest in Campbell's History of Nova Scotia. My general advice to such has been,— "Well, store *your own* mind well with the parts, and present them to the pupils in such a manner as will interest and instruct them, and don't trouble them with memorizing the language of the text book."

Pictou Academy continues "to do excellent work." It still enjoys the services of A. H. McKay, Esq., A. B., as principal, and Mr. McLellan as teacher of classics. There were 94 pupils in winter and 74 in summer term; of these, 12 were from other counties, and 48 from outside of the town section. The benefits are by no means of a merely *local* character, but very general and extensive. Its students compare favorably when brought in competition with those of any other Provincial institution of a similar character. In the summer term 28 studied 1st Latin book, and 22 read Latin Authors; 12 the Greek Grammar, and 10 Greek Authors; 35 French, and 8 German; 30 Botany, 35 Chemistry, 25 Surveying, 20 Navigation, 74 Algebra and Geometry, 43 British and British American History, and 28 General History.

The graded schools of the town are doing a good work. As soon as the new Academy buildings, which are yet only in "well advanced prospect," shall have been completed, more satisfactory and efficient arrangements may be made. All our graded schools have maintained their wonted efficiency, and the highest departments, designated "High Schools," have done much in laying a good foundation for a superior education.

The River John High School Department, under the charge of Mr. James A. Forbes, had 70 pupils in attendance, and performed very efficient work.

The New Glasgow High School was divided into two departments, which was a step in the right direction; but owing to the illness of Mr. Cameron, and to the decrease in the number of pupils, the arrangement has been broken up and the department has receded to its former position under Mr. McLean. In the Summer Term there were 59 enrolled pupils; all studied Algebra, 50 Geometry, 7 Navigation, 59 British History, 11 Latin, 12 Greek, 30 French.

The Stellarton High School, under the charge of Mr. Brownrig, maintained its wonted efficiency. Of the 33 pupils, 13 studied Algebra, 15 Geometry, 3 Navigation, 10 Latin, 1 Greek, 12 French. In Westville, Mr. James R. McDonald succeeded Mr. Cameron as principal, and fully maintained the standing not only of his own, but of all the departments.

*Supplies.*—All our schools have been tolerably well supplied with the ordinary essential, though many possessed but little more. Owing to the universal cry of "hard times" and scarcity of money, I did not press the matter of increased supplies. There are yet 15 schools without a Ball Frame, 30 without a Bell, and 55 without an English Dictionary for the Teacher's desk. There is only one (it was opened in July last) without a map; three have only *one* map each, all the others have the map of Nova Scotia and the Hemispheres.

I am sorry to say that in many cases the maps and other apparatus, even to the school furniture, are not properly cared for by the teachers, and not *at all* by the Trustees. The Trustees should hold the teacher responsible for the apparatus and furniture placed under his care. In many cases we find not only