

agriculture may be available for such as desire it under the supervision of a competent scientific agriculturist.—*Principal Anderson, Prince of Wales College, Charlottetown.*

It is generally true that the schools are improved only by the pressure of public opinion and cannot rise higher than the average intelligence of the community, yet there are schools in which the work done by the teachers and pupils is much better than the rate-payers appear to think it is—if we judge by the mean appearance of the school and the manner in which it is furnished. But the character and value of the school depends on the quality of the teacher more than on all things else.—*Inspector Cain, P. E. I.*

Teachers are engaged to do a certain amount of work per day for so many days in the term or year, and when their day's work is performed, their obligation for that day is fulfilled. True: but the faithful performance of a day's work presupposes a thorough understanding of the work and ability to perform it. Wanting this thorough understanding and consequent ability, the moral obligation of the teacher is not fulfilled by spending so many hours in the school-room. Such an one is bound to secure for himself the necessary aids in the shape of books and other school literature, and to spend the necessary time outside of school hours in preparation for the work of the morrow. Teachers enjoy advantages nowadays which were not possessed by their predecessors when there was no recognized system, but when each had to work out a system for himself.—*Inspector M. J. T. Macneil.*

The schools generally are fairly well supplied with blackboards and maps. If globes and mathematical blocks could be cheaply and conveniently had, I would very strongly recommend their introduction into many of our common schools. Much could be most profitably done, orally, with such aids, in entering upon the study of geography, geometry and kindred subjects. At present, however, these helps are rarely found in our common schools, owing to their costliness and the expense incurred in getting them from abroad. A few of our more enthusiastic teachers have brought the skill of our home turners and joiners into their service, and thus procured for their schools most serviceable, if somewhat rude, apparatus.—*Inspector A. G. Macdonald.*

The teaching on the whole was characterized by an increasing effort to approximate more closely to the standard of the prescribed course of study. Considerable prejudice still exists as an obstacle to the

full adoption of this standard of classification and school-work, and teachers in many sections incur the risk of unpopularity by insisting on compliance with its requirements. In several sections pupils have been withdrawn from school in their own section and sent to an adjoining one on such grounds. When appealed to, I have invariably refused to sanction such transfer. It is not surprising that this opposition should be met with among the ignorant, where nothing but the practical is recognized as of value in education; but unfortunately it is becoming fashionable among those who should know better, to condemn what they term "a multiplicity of subjects for young children." They should remember that "diversity is relaxation," and that the amount of instruction prescribed is graded in proportion to the age and capacity of the pupils. As a matter of fact, I have not observed any superiority of attainment in reading, writing and arithmetic among those pupils who have been taught these subjects to the exclusion of all others. On the contrary, the greatest proficiency in these branches is invariably found in those schools where all the subjects of the course receive their due share of attention. Teachers, as a rule, cheerfully acknowledge the utility of the course, and it is to their faithful adherence to their convictions that we must look for the overcoming of this prejudice.—*Inspector R. McLellan.*

The majority of our people have the utmost confidence in our school system, and are willing to make great personal sacrifices to enable their children to attend our schools.—*Inspector Geo. W. Mersereau.*

The Trustees of . . . . . school, Section No. . . . are notified that, in compliance with the school law, you are required to furnish the following, in addition to the ordinary text-books, of which each pupil shall have the supply required of his grade:

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|---------------------------|----------------------------------|
| 1. Clock.                 | 11. Calkin's Object Lessons.     |
| 2. Hand Bell.             | 12. How Plants Grow.             |
| 3. Thermometer.           | 13. Science Primers.             |
| 4. Ball Frame.            | 14. Health Lessons.              |
| 5. Wall Cards.            | 15. Temperance Manual.           |
| 6. Map of Nova Scotia.    | 16. Prang's Nat. History Series. |
| 7. Map of Dom. of Canada. | 17. Manual of Drawing.           |
| 8. The Hemispheres.       | 18. Chart of Colors.             |
| 9. Globe.                 | 19. Models of Solids.            |
| 10. Map of ———.           | 20. Dictionary.                  |

—*Inspector C. W. Roscoe.*

A number of our teachers have recently matriculated in arts, medicine and law, making averages ranging from 80 to 90. Two have obtained bursaries of two years continuance worth \$150 each per annum. And in a keenly contested competition with representatives from nearly every county in the province, at the recent Pictou Academy Annual examinations, one of our