

received the grade sought. I am glad that the services of Mr. Mack have been retained for another year, while it is with regret that I have to inform you that Mr. Smith has removed to Yarmouth County. That his place may be filled by his successor, I doubtfully hope. Mr. Smith left the impress of his genius upon the *inside* of his pupils' craniums.

The Graded Schools in Port Medway and Brooklyn have been very creditably conducted by Miss Cohoon and Miss Phalen. With pleasure, nevertheless, I welcome back the old teachers Messrs. Baker and Richardson.

*County Academy.*—This institution under the judicious management of Mr. McVicar, is advancing as rapidly as a zealous and efficient staff of teachers, following an improved system of imparting instruction, can carry their pupils on. This, however, is the bright side of the picture. On viewing the darker side I find prevailing among a number of our younger teachers much ignorance, and the most inadequate views of the fundamental principle of education, the end contemplated, and the best method of accomplishing that end. Some few possess a degree of natural adaptation to the profession, yet fail in consequence of a lack of theoretical and practical knowledge. It should be required of every teacher as an indispensable qualification for license to graduate at some Normal College. The superiority of the Schools taught by trained teachers places this beyond doubt. Teaching is a science and an art, and in such institutions its principles are taught and practically applied. Here the teacher learns the material he has to work with, the different avenues through which instruction is imparted, and an intelligent notion of the best method of imparting it. Here he learns to organize, govern, and teach. He learns that "knowledge is not given until it is received,"—that he must come down to a level with the child's mind and lead it on from the known to the unknown—that he must succeed in interesting him with the subject presented, and the mode of presenting it, so that through the perceptive faculties he can develop the reasoning powers of the mind, and thus deriving principles from truths already gained, the child goes on, bearing in his own hands the keys to the storehouse of knowledge. Now and then, a teacher, who has been debarred from the privilege of attending a training school, though sincerely desirous of advancing in his professional attainments, will, with commendable candour, confess his ignorance, and ask for suggestions. To such my views are most cheerfully given and thankfully received. I endeavour to point out the relative importance of the means to the end, the latter being the harmonious growth of all the parts of the complex nature of the child—its full development, morally, physically, and intellectually, while the former is the appropriate exercise of these parts by the imparting of sound knowledge in such a manner as to awaken, stimulate, and strengthen all the faculties of the mind.

The acquirement of knowledge should be made pleasurable. It is a pretty generally acknowledged fact, based upon observation, that at each age the intellectual action which a child voluntarily, and with pleasure, engages in is a heartful one; and conversely, the aversion to and dislike for any particular study is a proof that it is either not adapted to the age, of the child, or that it is presented in an indigestible form. Hence the error of presenting truths in the abstract rather than the concrete of substituting rules for principles. We need no better illustration of this than in the too common method of teaching grammar.

*Grammar* is the science of language, and is based upon the observation and comparison of facts, and our philosophers in language and our learned grammarians observed these facts before they ventured to write a scientific treatise, and yet some of our teachers will attempt to cram grammar into a child's brain "science end first." When will we learn to follow nature? Language was spoken before it was written. Men reasoned before Aristotle or Whately reduced logic to a science.